Even an enemy with a raised sword would be pacified
by such effective, pleasing speech.

Sri Rama to Lakshmana about Hanuman, Sloka 34

Valmiki Ramayana (1993: 44)

Chapter 5

Analysis of Specific Task Activities
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Analysis of Specific Task Activities

Introduction

The researcher devised ten tasks. He was able to form two more versions for each task adding something more to the first version of the task as the situation demanded. The researcher made use of an LCD projector, a computer for each task at the pre-task phase. Tape recorders were required for tasks related to listening activities. The researcher introduced visual effect to initiate oral communication. Each pre-task phase had a power point presentation. The success of each task depended on the planning on the part of the teacher and involvement on the part of the learners. The researcher had to be a materials-producer. Each task had clear instructions. Time management was very important in TBLT.

Each task had three phases, pre-task phase, main task phase and post-task phase. Students were divided into small groups. The researcher demonstrated an activity based on the main task in each pre-task phase. This gave an idea to the students on what they were going to do in the class in the main task phase. They were allowed to have a thorough discussion and negotiation for meaning in small groups. When the task was completed, the groups were asked to have a presentation and the oral communication made by each group was recorded and transcribed. In the post-task phase, the researcher selected the sentences which required treatment and asked the learners to repair the sentences in small groups. They were able to give the correct form for most of the sentences. The researcher employed traditional methods to explain those sentences which could not be corrected by the students. The researcher pointed out the words which
required, to be pronounced accurately. The individual sounds were pronounced first. Then they were used in words. Finally the words were used in sentences. Group work was again initiated to treat deviations in pronunciation.

The ten tasks developed by the researcher were as follows.

1. This task was an information gap task. Each group was given the task of drawing a picture using the oral input. Two students gave the input and one student drew the picture. The researcher prepared ten pictures for ten groups.

2. This task was an information gap task also known as blackboard drawing task. The groups gave the input to draw a picture on the blackboard.

3. This task was an information gap task based on a narration. The group members were asked to reconstruct a passage from strips.

4. This task was a jigsaw task. There was a lot of negotiation for meaning in order to complete the task. This was also based on drawing. Each member had to draw the missing pictures getting the oral input from the other two members.

5. Each group had two students. Each student was given a picture. There were differences between the two pictures. The students were asked to spot the differences out without showing the picture to each other.

6. Each group had two students. Each group was given a topic. The groups were asked to have a discussion on the topic and each member was asked to present the views of the other member on the topic.

7. The groups were asked to have role play activities. Each group had a different role play which was discussed, rehearsed and presented to the class.
8. This task was a listening task. The students were asked to listen to English news in small groups. The listening was repeated many times and discussion was initiated which resulted in presentation in small groups.

9. This task was a listening task. The students were asked to listen to Tamil news in groups and interpret it in English in small groups followed by presentation in small groups.

10. This was a jigsaw task. In each group there were four students. Each group was given four strips. They were asked to reconstruct a story from the four strips. There was negotiation among the students to reconstruct the story. Each member had to supply and receive information to complete the task. Finally each group gave the presentation of the reconstructed story. There was value-education through all these stories.

On the whole the researcher experimented with thirty different groups of ESL tertiary level students. There were 743 students included in the experiment whose oral communication in groups in the various task activities was recorded for the purposes of analysis.

First Task First Version (Twenty One Students)

Information Gap Task

There were twenty one students for the experiment and they formed seven groups, each group consisting of three students. The researcher makes use of cartoons in this task. A pretask based on the main task the students were going to perform was presented to the whole class. Two volunteers were invited for the model task. The researcher and one volunteer described a picture jointly and the second volunteer was asked to draw the
picture on the board. All the other students watched this activity carefully. When the picture was drawn on the board, the students understood the task. A group leader was selected for each group and two students joined each group. The student who was to draw the picture in each group was asked to remain in the class while the other two members of each group discussed the contents of the picture thoroughly. Seven different pictures were given to the seven groups. The pictures given were as follows.

![Figure 1: Task-based drawing activity (Mathi, 2005:124)](image1)

Figure 1: Task-based drawing activity (Mathi, 2005:124)

![Figure 2: Task-based drawing activity (Mathi, 2005:158)](image2)

Figure 2: Task-based drawing activity (Mathi, 2005:158)
Figure 3: Task-based drawing activity (Mathi, 2005)

Figure 4: Task-based drawing activity (Mathi, 2005)
Figure 5: Task-based drawing activity (Mathi, 2005:12)

Figure 6: Task-based drawing activity (Mathi, 2005:14)

Figure 7: Task-based drawing activity (Mathi, 2005:16)
When the two students of each group completed their discussion, the third student was sent to each group. A hectic negotiation for meaning began and each group was busy with drawing the picture on a white sheet. When the picture was produced, each group was asked to compare this new picture with the original picture. Then all the three students of each group were asked to practise describing the picture. The intense oral production and negotiation came to an end when the students were asked to assemble for oral description. Their oral presentation was recorded for analysis. Finally each group was asked to write a description of the picture. The transcription and the analysis are as follows

**First Task First Version**

**Group 1**

001 T: Yes, You can begin. Thirty seconds
002 LI: There is one room. In the in the room the chairs are available, eh One man
003 sitting on the chair.
004 T: Louder.
005 LI: One man sitting on the chair. One lady standing near the man and the she she
006 was reading a newspaper. View focus to the window. One calendar hang on the wall
007 behind to the man. The calendars drawn the calendars the vinayaga pictures are
008 drawn. Eh In the calendars the date was eleven. And there is a one timing (dining)
009 table and two chairs are available near the timing (dining) table. In the dining table
010 the cookers cookers are kept. That is all.
011 T: Second Member.
012 L2: mm There is a room. In the available three chairs are available in the room. One
013 man, one old man sitting on the chair near eh one lady lady was reading newspaper.
014 View, view on window. The man ha wall hang on the calendar. In the calendar
015 picture vinayagar. The table kept on the ( )
016 L3: There is a room, eh Chair was available, eh The one old man sitting on the
017 chair, eh One lady old lady old lady near eh standing eh read a newspapers focus on
018 window, eh The calendar hang on the wall. One (timing dable) dining table eh were
019 two chairs dining table mm cooker kept. Ok.
Analysis

In line 005, LI does not use the be verbs required for the present continuous tense. In line 006, LI uses ‘hang’ for ‘hangs’. In line 007, the learner self-corrects the utterance. In line 008, LI uses ‘the date was eleven’ thus deviating from the use of present tense. In lines 008 and 009 the learner pronounces ‘tining’ for ‘dining’. In line 013, L2 uses ‘lady was reading’ for ‘lady is reading’ without noticing the change of tense. Again in line 016, L3 uses ‘chair was available’. He also uses ‘tining table’ for ‘dining table’ in line 018. L3 frequently makes use of sounds like ‘mm’ and ‘eh’ without being aware of the same. While trying to describe the picture, the learner mentions the names of objects without relating them to the background.

Group 2

021 Please begin.
022 LI: The two members stand on his house top. The lady keep the water from the rain. The men saw saw the lady. The lady was wear the mirror and nearer near the building. The men was wear dhothis. The woman keep the water from the rain fall.
025 T: Next Member.
026 L2: The husband and wife top of the house. And the the rain fo rain following the wife was take the rain water on the cu cup. The husband to see. That is all.
029 L3: Husband and wife was top of top of house keep the wa water in the cup.
030 T: That's all. Thank you. Third Group.

Analysis

In line 022, LI uses ‘on his house top’ for ‘on their house top’. In the same line, he says ‘The lady keep’ for ‘The lady keeps’. In line 023, the learner uses ‘was wear’ for ‘is wearing’ or ‘wears’. Similarly the learner uses ‘The man was wear’ for ‘The man is wearing’ in line 024. In line 023, the learner uses ‘The lady was wear the mirror’ for ‘The lady was wearing a pair of spectacles’. In line 028, L2 uses ‘wife was take the rain water’ for ‘wife collects the rain water’. In line 030, L3 uses ‘Husband and wife was’ for ‘Husband and wife were’. This analysis gives an idea that the learners do not apply the rules they have learnt about concord. In line 030, L3 uses ‘Husband and wife seeing sky’ for ‘Husband and wife are looking at the sky’.

Group 3

032 LI: They are many kouses (houses) and street.
033 T: Louder. Louder.
034 LI: They are many kouses (houses) in the street, ah The two mens sitting on the house. This is a roof house, ah That it rain was is coming near the trees near the trees, eh The half water in the street.
036 L2: Cendre (Centre) the house is very big and near many small houses. The rain is coming. mm The house living the people top on the houses, mm Half house fill filled
in rain water, mm Two people two people sit on the house. One people describe the
rain, one people mm put on the hou.

T: Next member.

L3: This is all all house. The center house is very ( ). The house is em en the ma the
two man sitting on the house on the top. em All the house is two men on top. The
big house (house) is eh near the the tree and small house is near the tree. The rain
was come mm the house is filled in half water.

T: Thank you so much. Next group.

Group 4

LI: There was a street. There was a big house eh with compound wall near with a a
hands. There was a rangoli on the gate on the entrance of the gate. A painter wrote
something on the wall. The house owner ordered the painter not to write anything
on his wall. The painter stops writing, eh eh Some street lights are there.

L2: In this street there is a big house. The house owner is rea the house owner hands
it a newspaper. The house owner wears the specs. The house owner ordered the
painter Don't write the this walls. So the painter is stopped. That is all.

L3: There is a big street. There was a big house, mm Small ( ) was inside. The mm
house owner wa the house owner inside the near the entrance. The painter (painter)
not type not type the walls.

T: Thank you so much. Next group.

Analysis

In line 032, LI pronounces ‘houses’ as ‘kouses’ and in line 034, he uses ‘mens’
for ‘men’. In line 034, the same learner says ‘The two mens sitting on the house’ for ‘The
two men are sitting on the house’. In line 037, L2 uses ‘cendre’ for ‘centre’ and in line
039, the learner says ‘one people describe the rain’ for ‘one person describes the rain’. In
line 043, L3 uses ‘two men sitting on the top’ for ‘two men are sitting on the top’. The
same learner uses ‘kouse’ for ‘house’ in line 044. In lines 044 and 045, the same learner
uses ‘The rain was come’ for ‘The rain came’ or ‘It rained’. It is surprising that the
learners do not use the word ‘floods’ while describing this picture.

In line 047 to 051, LI is fluent and makes six sentences using past tenses and in
line 051, he uses two verbs in the present tense. He also uses indirect speech in lines 050
and 051. From his utterances we understand that he makes original presentation and can
help his group members in the discussion and in the process of negotiation. In his
presentation, L2 uses present tense and also past tense and he uses direct speech in line
054. In line 053 he uses ‘specs’ for ‘a pair of spectacles’. In line 055, L3 uses present
tense and also past tense and in line 056 the learner pronounces ‘painter’ as ‘painder’
which requires to be repaired. In line 057, L3 says ‘not type not type the walls’ by which
he probably means ‘Do not write anything on the wall’.
Group 5

059 LI: This is one family picture. There are three members in the family, mother, father and child. Father watching a TV tennis match in TV. And mother argue with the child. There is one ma picture in the wall, that ma flower vase. And one window is with curtain. And one ma put and one ball and bat is lying the ground. The father wears specs. He sit on that chair. And then one alamary (almirah) is there under the TV. That's enough.

060 L2: Three members in the family. Cricket ball and bat lying the ground. Men was watching the TV in play Tennis. Picture the picture the ball, picture the window the open the ball. Mummy and child was argue, mm Only Alamary.

067 T: Good. Next group.

068 L3: Three me three members in the family. The man was watching on the TV in playing tennis. The boy was asking some questions in his mother. The bat and ball lying on the ground. The picture was The picture on the wall. The door was opening.

070 T: Next Member.

Analysis
LI makes his utterances steadily. In line 060, he uses ‘Father watching’ for ‘Father is watching’ and ‘mother argue’ for ‘mother argues’. In line 061 he uses ‘flower vase’. Perhaps he is the only learner to use this phrase accurately. He uses ‘ma’ quite often and he is unaware of it. In line 062 he uses ‘ball and bat is lying’ for ‘ball and bat are lying’ and in 063 he uses ‘ specs’ for ‘a pair of spectacles’ and in the same line he uses ‘sit’ for ‘sits’. In 067, L2 uses ‘mummy and child was argue’ for ‘mummy and child are arguing’.

L3 makes use of a lot of ‘mg’ constructions in past tense and he is not aware of the use of present tense in describing pictures.

Group 6

074 LI: There is lot of building. The flag is flying and under the flag there is lot of people. And they are seem to be like the students because they are wearing tie and badges. And one man is sitting on the chair in the stage. And one man is standing near the mike. And he closes the mouth of the mike with his fingers. And his action is seem to be to invite the chief guest and ask him to come and give speech to the 079 students.

077 L2: There lot of building mm national national flag mm in flying, mm The students standing mm the chief guest of mm one standing one member standing one member mm sitting, mm Students are from.

078 T: Next Member.

079 L3: There is lot of building, mm Our national flag is flying. One one teacher is stand standing another one one person eh standing into the mike and mm speak to the students.
T: That's all. Thank you so much. Next group.

Analysis

This group shows the problem the students face when they construct sentences with ‘There’ and ‘Tot of’. In line 074, LI uses ‘There is lot of building’ for ‘There are a lot of buildings’ and ‘There is lot of people’ for ‘There are a lot of people’. In line 075, the same learner uses ‘are seem’ for ‘seem’ and in line 078, he uses ‘is seem’ for ‘seems’. In lines 080 to 082, L2 uses ‘mn’ quite often and probably he is unaware of it. He uses phrases without verb. In line 080 he uses ‘There lot of buildings’ for ‘There are a lot of buildings’. In line 084, L3 uses ‘There is lot of building’ for ‘There are a lot of buildings’. In lines 084 and 085, L3 makes self-correction and constructs ‘one teacher is standing’.

Group 7

LI: There are three persons inside the room. There they celebrating the reopening day for the boyhood. A father, a mother and a boyhood, eh Father and mother are happy. The boy is so sad. There is a table available in the room. On the table a cake is placed on the table. On the cake A Happy Reopening Day is written. There are two candles on the cake. The mother want to cut the cake. But the boy stop him. Beyond the boy there is an alamary (almirah) Hurry up. Big bonda (panda) doll and a small pot of flower pot. On the wall there is a picture of sun rising. Ahead of mother’s forehead there is some balloon. The door is on opening.

L2: One father and mother and celebrate to the boy’s school reopen day. The boy’s very sad. One on the table available this room. On this () the cake was round cake. This cake on this written Happy Reopening Day and this cakele on the cake two candles. The mother have to cut have a knife to cut this cake. But the boy stopped on this mother. The beyond the boy have alamary (almirah) and big bonda (panda) karadi (bear) and small flower pot. Beyond the mother one picture of sunrise. The on the head of mother have balloons. The door was opening. Father was very happy to see. But the sister was very sad to mm reopen for this school.

L3: A mother, a father, mother a child happy reopening day. The cake of.

T: Proceed. You can speak. Come on. What are these?

L3: They are balloons.

T: eh Come on. They are Balloons. Right. Would you like to say anything else?

L3: Nothing.

T: Thank you. We can have the next group.

L: That is all

T: That's all. Ok.

Analysis

In this group LI seems to be a fluent conversationalist. His sentences with ‘There’ construction are quite good. He uses the word ‘boyhood’ in line 089 twice to just mean ‘boy’. In line 091, he uses ‘written’ for written and in line 092 he uses ‘want’ for
‘wants’ and ‘stop’ for ‘stops’ and he also makes use of passive structures twice in line 091. In line 098, L2 uses ‘cakele’ by slip which is a combination of ‘cake and candle’ and he self-correccts his utterance. He uses the mother tongue ‘karadi’ in line 101 to refer to a bear and in line 103 he uses ‘sister’ but he actually means son. L3 seems to be very quiet and hesitant.

Accuracy Development

Task 1 First Version

Treat the Sentences with deviations

Group 1

1. One man sitting on the chair.
2. One lady standing near the man.
3. She was reading a newspaper.
4. One calendar hang on the wall behind to the man.
5. In the calendars the date was eleven.
6. And there is a one dining table and two chairs are available near the dining table.
7. Chair was available
8. One dining table were two chairs dining table cooker kept.

Group 2

1. The two members stand on his house top
2. The lady keep the water from the rain.
3. The lady was wear the mirror
4. The men was wear dhothies
5. The woman keep the water from the rain fall
6. The husband and wife top of the house
7. The husband to see
8. Husband and wife seeing sky

Group 3

1. The two mens sitting on the house.
2. Two people sit on the house.
3. One people describe the rain.
4. The big house is near the tree and small house is near the tree.
5. The rain was come

Group 4

1. There was a street.
2. There was a big house with compound wall.
3. Some street lights are there.
4. The house owner wears the specs.
5. The house owner ordered the painter don't write the this walls.
6. So the painter is stopped.
7. There is a big street. There was a big house
8. The painter not type the walls.

**Group 5**

1. Three members are there.
2. Father watching TV tennis match in TV.
3. And mother argue with the child.
4. The father wears specs.
5. He sit on that chair
6. Cricket ball and bat lying the ground
7. Mummy and child was argue
8. The man sitting on the chair.

**Group 6**

1. There is lot of building.
2. There is lot of people
3. And they are seem to be like the students
4. And his action is seem to be to invite the chief guest
5. The students standing
6. One member standing one member sitting.

**Group 7**

1. There they celebrating the reopening day.
2. On the cake A Happy Reopening Day is wittened.
3. The mother want to cut the cake.
4. But the boy stop him.
5. The door was opening.
6. Father was very happy to see.
7. The sister was very sad to reopen for this school.

Pronounce the following words loudly
dining table, houses, centre, painter

**Give the plural for the following**

- man

**Observation**

The researcher separated the sentences with deviations for each group as above. The picture and the deviated sentences were given to each group. Each group was asked
to discuss the sentences produced by the group members with reference to the picture. After discussing in small groups of three students, they were able to spot out the deviations. They tried to give the correct version for each sentence. The researcher told them that a picture description should include present tenses. In the matter of concord, ‘there’ constructions, and direct and indirect speech, the students required guidance. The researcher explained the grammar items. When they were asked to describe the picture, they slowed down their oral presentation. This indicated that development of accuracy is a long process and should go on till the end of the course. There should be a lot of exposure of the second language to the learners to develop accuracy and to avoid fossilization. The motivation should come from within in order to acquire fluency. The researcher explained the sound system in English language with the help of minimal pairs which the learners found very interesting and useful.

Second Version (Twenty One Students)

There were twenty one students and they formed seven groups each group having three members. Two students in each group were asked to discuss a picture before the third student joined them. Among the pictures given to first version of this task, Pictures 2, 3, and 4 were not given. The following three pictures were added.

Figure 8: Task-based drawing activity (Mathi, 2005: 32)
They described the picture and the third student drew the picture. When the drawing was completed, they all compared the two pictures drawn by them with the original pictures and discussed how the new picture differed from the original picture. Each group wrote a description of the picture. One member of each group was asked to read the description followed by oral presentation of description of the picture by each
member of the group. The oral presentation of each group was recorded for conversation analysis. The transcription and analysis are as follows.

Task 1 Second Version

Group 1

Reading the Description of the picture

001 T: Read loudly
002 L: There is a tree. Under the tree there was a platform. On the platform two men were sitting. One is an old man and another is an young man. The old man is bald headed. He is wearing a pair of spectacle. He is wearing shirt and dhothy. He left his footwear in the land. He is speaking to the youth. Young man was watching the old man. He is wearing T-shirt and black pant. He must have confused by the old man. He look at the old man with confusion. There is a house to the left of the tree. It is separated by a fence. On the entrance of the house a young man ‘chi’a man was watching this two under the tree. This man wears banian and dhothi.

010 T: Good

Oral Presentation

011 T: Come on.
012 L1: There is a tree there is a tree. Under the tree there was a platform. Under the tree there is two men sitting in the tree. One person is old man. Another one is young man. The old man is wearing a white shirt and dhothy. The young man is wearing a T-shirt and black pant.

016 T: You continue.
017 L2: The old man is bald headed is wearing a spectacles. He expresses his conversation with friend and he seems to be confusing the young youth. The youth was looking at him confuse.

019 T: Next
021 L3: Another one house is left of the tree, another man saw the two under the two men. Two men eh two men eh

023 T: O.K. Good.

Analysis

The learners have not noticed the change of tense in the description and also in the oral presentation in lines 002, 003, 005, 008, 012, 019, 021. When they describe a picture of this type, they should make use of the present tenses. In line 006 active voice is used in the place of passive voice. In line 007, 013 the use of concord needs to be repaired. In line 013, the use of preposition needs to be strengthened. In line 008 the use of mother tongue ‘chi’, indicates self-condemnation which leads to self-correction. In 003, the use of ‘an young’ man needs to be repaired. In lines 004, 017 the learners need to
understand the use of the expression ‘a pair of spectacles’ and this remains a recurring feature among the second language learners. In 005, ‘in the land’ can be replaced by ‘on the ground’. In 015 the learner makes use of repetition strategy in order to gain time to continue the conversation. In line 019, the learner should have used ‘looking at him confused’.

Group 2

Reading the Description of the Picture

024 L: The location of the jail room. One monk is sitting on the stage. The monk bear is long and his hair is long. One plate and tumbler on the stage near by the monk. The monk wears the dress. The dress covered the monk whole body. One thief falls on the feet of monk. The monk bless the thief. The incident is watching the one police man on the window. The thief wears the jail dress.

029 T: Thank you.

Oral Presentation

030 L1: The location of the jail room. One monk sitting on the stage. The monk bear is very long and hair is very long. One tumbler and plate near the monk.

032 T: Next

033 L2: The monk is old man eh another one patient of the thief thief the thief on the monk. The monk blessed the thief, eh This incident, eh this incident watching the jail room, eh The one policeman the watching the this incident.eh

036 T: Next. Come on, speak.

037 L3: The, the polish man (police man) watching the incident, eh

038 T: Do you want to say anything?

039 L2: At the window the window window leo window window look at the policeman.

040 T: O.K. What about you? Do you want to say anything? O.K.

Analysis

In lines 024, 025, and 030, the learners use the word ‘bear’ in the place of ‘beard’. Lines 025, 030, and 031 do not have verbs. In lines 026 and 034, the learners shift the tense from present tense to past tense which is not necessary. In line 027, the subject does not agree with the verb. Line 027 requires passive construction. The use of article needs to be repaired in line 033. In lines 034, 035, and 039 the learners take a lot of efforts to construct the sentences. In 037, the learner pronounces ‘police man’ as ‘polish man’.

Group 3

Reading the Description of the Picture

041 T: Come on
042 L: In this picture three members are there. There are husband, wife and their son.
043 There are celebrating their house-reopening day. There is a big cake on the table.
044 Two candles put on the cake. Lot of balloons hang above the wall. In this picture
045 father and son is wearing a T-Shirt and lady is wearing a sudithar. One natural
046 scenery photo is hanging on the wall. The lady is holding a knife in her hand. In
047 this picture the door opens.
048 T: Thank you

Oral Presentation

049 L: Picture is feautiful (beautiful) ficture (picture). The ficture (picture) is eh three
050 members. There are kusband (husband) and wife and son. The picture is cake eh
051 pery pig (big) cake on the colour T.V. kouse (house) reopening day.
052 T: O.K. Good.
053 L2: They are celebrating kouse (house) reopening day. A big cake on the dable
054 (table).
055 T: Three men three members are there mm.
056 L3: Two candles put on the table, mm The man is wearing man is wearing a T-Shirt
057 and and their and his son is also wearing a T-shirt and the lady is wearing a
058 sudithar. mm The lady is hanging knife in her hand. The door open. One natural
059 scenery photo is hanging on the wall.
060 T: O.K. anything else?
061 T: O.K.

Analysis

This group has not concentrated on what is written on the cake. Instead of saying
‘school-reopening day’ the group says ‘house-reopening day’ in lines 043 and 054. In
line 045, the subject and the verb do not agree with each other. The group uses ‘is
wearing’ in the place of ‘are wearing’. In lines 042 and 050 ‘There’ is used in the place of
‘They’. In line 054, ‘There’ construction and verb are missing. They can say ‘There is a
big cake on the table’. In line 059, L3 should say ‘The door is open’. In 057, the passive
structure needs to be repaired. In line 059, L3 says ‘is hanging’ instead of ‘is holding’
though the group uses the correct form in line 046 while reading the description of the
picture. In the matter of pronunciation ‘feautible’, is used for ‘beautiful’, ‘ficture’ is used
for ‘picture’, ‘kusband’ is used for ‘husband’, ‘pig’ is used for ‘big’ by L1 in lines 049,
050, and 051. L2 also uses ‘kouse’ for ‘house’ and ‘dable’ for ‘table’ in line 053. The L2
sound system should be taught differentiating the articulation of speech sounds.

Group 4

Reading the Description of the Picture

062 L: There are two men on the stage. One man is sitting on a chair. He is leader.
063 Another
Oral Presentation

T: Begin.

LI: There are two men on the stage. One man is sitting on a chair. He is leader. Another man closes the mike and speak with leader. Leader is wearing a white dress. Another man wearing a black coat.

T: Come on.

L2: A lot of people are hearing his speech in front of the stage. The clouds are moving the sky. A lot of buildings behind the stage.

L3: There is a national flag flying in front of the stage. The speaker is wearing a pair of spectacle. He is a speaker. And the leader is wearing a white dress.


Analysis

In lines 062 and 069 the use of article needs to be treated in ‘He is leader’. In lines 064 and 070 the learners should use ‘speaks’ for ‘speak’. In lines 066 and 074 the use of preposition needs to be illustrated. In lines 067, 075, and 076 the use of ‘a pair of spectacles’ needs to be pointed out. In line 064 the group should use ‘a lot of people’ for ‘the lot of people’ and again in lines 065 and 066, the group should use ‘There are a lot of buildings’ for ‘There is lot of building’. In line 070, L1 should use ‘speaks’ for ‘speak’ and in line 071, he should use ‘is wearing’ for ‘wearing’. In 073, L2 should use ‘a lot of people hearing’ for ‘a lot of people hearing’. Again in 074, L2 should make use of ‘There’ construction.

Group 5

Reading the Description of the Picture

L: There are five members in this picture. There are three (three) men, a woman and a child. One man is walking along the street with a bottle and a flag. He is wearing half drawer. The man is watched by two men, a woman and a child. He has medium hair and beard (beard). The woman and the child are watching him in his house. The two man are smiling him and where one man is wearing plain shirt and another man is wearing line shirt. There is one goat. It is crossing. There are two stars. One is dark and another is bright. The child has a ring. The child standing in his mother. There is a tree near house.
Oral Presentation

086 LI: There are five members. Three man, a woman and a child. A man is walking along the street with a bottle and a flag. The there is a goat. It is crossing. The man is watched by the all.
089 T: Next. Come on.
090 L2: The two the along the street of one man eh two man watching eh eh at house two man watching, mm
092 T: Come on.
093 L3: The go the goat is crossing, mm The ma the man drunked alcohol. So he he walk he is walking properly. He is not walking properly, mm The the str street people are watching the are watching to him.

Analysis

In line 078, the learner pronounces the word ‘three’ as ‘dthree’. In lines 078 and 080 the learner uses the word ‘mans’ and in line 081 he uses the word ‘beav’ for ‘beard’ and in line 082 he uses ‘two man’ for ‘two men’. In lines 084 and 085, the construction should be ‘The child is standing near his mother’. The use of article in line 085 needs to be pointed out. In line 086, LI says ‘Three man’ which requires to be addressed. In lines 090, 091, 093, and 094 the learners use the sounds ‘eh’ and ‘mm’ and they may not be aware of the usage. This indicates that the learners struggle to produce meaningful utterances which is proved in line 094. In line 093, L3 uses ‘drunked’ for ‘drank’ which requires to be treated. However LI needs to be appreciated for his passive construction in line 088.

Group 6

Reading the Description of the Picture

096 T: Come on.
097 L: This a family picture. There are three members in. One woman is standing and watching TV. One man is sitting on the chair near woman and he is watching TV programme. Their their son standing and look at 100 parentsu also he ask some question in her parentsu (parents). TV The TV is on the 101 table. The TV shows tennis programme. The photo wall the hangu (hang). The 102 photo is flower faxu (vase). One bad (bat) and fall (ball) are fall the groundu 103 (ground). The woman is wearing the necklaceu (necklace) also see (she) wearing a 104 black colour nighty. See (She) is angry, em Man wearing the articlesu (articles) 105 behind their screen.

Oral Presentation

V0014
106 LI: This a family picture. Three members are in this picture. The woman are sta standing. The man is eh sitting on the table. The woman wearing a necklace and 108plack (black) colour sudithar. The man wearing optical. The T.V on the table
109 (table). D.V. (T.V.) is also on.
HOT: Come on.
111 L2: There is a there is a wonderful picture (picture). The ball and fat (bat) are eh
112 fall the ground. The T.V on the table, eh Also T.V on. eh The boy some questions
113 her father eh ask. That is all.
114 T: Come on
115 L3: In this picture two chairs on on there, eh A one man sitting on the chair and
116 another table is no person sitting, eh In the in this picture a a flower box hang
117 flower box picture hang in the wall. A screen tied tied thread behind the person.
118 T: Good

Analysis

The presentation of this particular learner needs to be treated for pronunciation. He uses ‘ficture’ for ‘picture’, ‘brogramme’ for ‘programme’, ‘farentsu’ for ‘parents’, ‘hangu’ for ‘hang’, ‘faxif’ for ‘vase’, ‘bad’ for ‘bat’, ‘fall’ for ‘ball’, ‘groundu’ for ‘ground’, ‘necklaceu’ for ‘necklace’, ‘see’ for ‘she’, ‘articlesu’ for ‘articles’. Though LI interference may be the reason for this type of pronunciation, this learner requires special treatment and this insight can be obtained only through micro analysis of the oral communication. LI in line 108, uses ‘plack’ for ‘black’, ‘optical’ for ‘a pair of spectacles’, ‘dable’ for ‘table’. In 109 LI uses ‘D.V.’ for ‘T.V.’ In the same way, L2 in line 111 uses ‘ficture’ for ‘picture’, ‘fat’ for ‘bat’. In the presentation, the learners try to be fluent but they need to be aware of correct forms. In lines 106 and 107, LI says ‘The woman are standing’ which requires revision. This group needs to concentrate on sentence structure.

Group 7

Reading the Description of the Picture

119 L: This a black and white picture. There are two members in the picture. We believe
120 both are old couple. There is a calendar-. It shows the date of eleven and it not shows
121 the month and year. The man is seating on the bench. He is wearing a pair of
122 spectacles,
123 He is a bald head man. He is puts on the leg the puts on puts hand on the leg. The
124 leg is holding and kept on them another leg. She is reading a newspaper. She is
125 wearing them saree and bangles. There are three chairs. There is a timing (dining)
126 table. She is wearing a jewels on his ears her ears. She is opening her mouth because
127 she reads a interesting news.
128 T: Ok

Oral Presentation

129 T: Come on
130 LI: It is a black and white picture. There are two members, mm There are two
131 chairs. The he is wearing wearing opticals.
The group uses ‘not shows’ for ‘does not show’ in line 120. In line 121 the group uses ‘is seating’ for ‘is sitting’ or ‘is seated’. In line 123 the group uses ‘bald head’ for ‘bald headed’. In line 125 the learner uses ‘tining’ for ‘dining’. In line 127 article ‘an’ is missing. In the oral presentation, L1 uses ‘opticals’ for ‘a pair of spectacles’. In lines 134 and 135, L2 uses ‘boiled man’ for ‘bald-headed man’. In line 137, L3 uses ‘There is two member’ for ‘There are two members’. In line 143, L4 uses ‘couples’ for ‘couple’. In line 146, L4 uses ‘his ears’ for ‘her ears’ and in lines 146 and 147, he uses ‘his mouth’ for ‘her mouth’. In line 147, L4 says ‘reads a interesting news’ for ‘reads an interesting news’. In lines 148 and 149, the learner uses ‘tining’ for ‘dining’ and ‘dable’ for ‘table’.

Accuracy Development

Task 1 Second Version

Treat the Sentences with Deviations

Group 1

1. Under the tree there was a platform
2. On the platform two men were sitting.
3. One is an old man and another is an young man
4. He is wearing a pair of spectacle
5. He is wearing shirt and dhothy.
6. Young man was watching the old man.
7. He is wearing T-shirt and black pant.
8. He must have confused by the old man.
9. He look at the old man with confusion.
10. On the entrance of the house a man was watching this two under the tree.
11. The old man is bald headed is wearing a spectacles.

Group 2
1. The monk bear is long.
2. One plate and tumbler on the stage near by the monk.
3. The monk bless the thief.
4. The incident is watching the one police man on the window.
5. One monk sitting on the stage.

Group 3
1. There are celebrating their house-reopening day.
2. Two candles put on the cake.
3. In this picture father and son is wearing a T-Shirt
4. Two candles put on the table
5. The lady is hanging knife in her hand.
6. The door open.

Group 4
1. Another man closes the mike and speak with leader.
2. The lot of people are hearing his speech in front of the stage.
3. There is lot of building behind of the stage.
4. The clouds are moving the sky.
5. Another man wearing a black coat.
6. A lot of people in a lot of people hearing his speech in front of the stage.
7. A lot of buildings behind the stage.
8. The speaker is wearing a pair of spectacle.

Group 5
1. The man is watched by two mans.
2. He has medium hair and bear.
3. The child standing in his mother.
4. The man drunked alcohol.

Group 6
1. Their son standing and look at parents also he ask some question.
2. Three members are in this picture.
3. The woman are standing.
4. The woman wearing a necklace.
5. The man wearing optical.
6. A one man sitting on the chair

Group 7
1. It not shows the month and year.
2. The man is seating on the bench.
3. He is a bald head man.
4. She is opening her mouth because she reads a interesting news.
5. He is wearing opticals.
6. He is a boiled man.
7. There is two member.

Pronounce the following words carefully
police man, beautiful, picture, husband, big, house,
three, programme, bat, ball, she, black, dining table, T.V.,

Observation
The researcher spotted out the deviations in the utterances of the students in each
group as above. The same picture and the list of sentences with deviations were given to
each group. The students were asked to identify the deviations and treat the deviations in
small groups. The students were able to repair the sentences. The researcher explained
that present tenses should be used in picture description. There was enthusiasm among
the students to treat their own sentences. In the matter of pronunciation, the students were
exposed to minimal pairs. Acquiring accuracy is a long process and it requires steady
application of rules of the language which is gained consciously through practice.

Third Version (Thirty Students)
There were thirty students and they formed ten groups, three members in each
group. A model task was performed to the students. The researcher invited two students
for the model task. The researcher and one student discussed a picture in the absence of
the second student. When the researcher and the first student described the picture, the
second student drew the picture on the blackboard. The researcher and the two students
described the picture while the whole class was observing the model task. Clear
instructions were given to the students on what they were going to do. The same picture
was projected on the LCD screen so that all the students were involved in the discussion. The students were also able to spot out the differences between the original picture and the picture drawn by the student. The following picture was given for the pre-task.

![Figure 11: Task based drawing activity (Cooee! Level 2 - Activity Sheet: 2 Jul 2005)](image)

Ten group leaders were invited from the ten groups. The ten pictures given in the first and the second versions of this task were given to the ten groups. The leader and the second member of each group were asked to go and discuss the picture when the third member of each group was asked to remain in a separate room. So the ten students did not see the pictures and they had to draw the pictures from the input they received from their respective groups. Each group was invited to draw the picture on the board and the instructions they gave to the students who drew the pictures were recorded for analysis. This was the innovation introduced in the third version. Each group was given two minutes to complete the task. When the task was completed, two groups were invited and they were asked to sit opposite to each other. Their pictures were exchanged and the first
group asked questions on the picture and the second group answered. The second group asked questions and the first group answered. This process was continued for the remaining eight groups. This was also an innovation introduced for this third version of the task. There was pressure among the students to communicate and the questions and the answers thus initiated were recorded for analysis. The transcription and analysis are as follows.

First Task Third Version
Voice transcription and Analysis

Group 1

01. T: Let’s begin. Come. Give him the input. Yeh
02. L: In this
03. T: One of you
04. L1: In this picture there is a TV in front of us.
05. T: Two minutes for each group.
06. L1: There is a man sitting in a chair and seeing the T.V. Come fast. Yeh. There is a
07. chair. There is a man sitting. The man’s right side there is a woman standing.
08. L2: Right side
09. L1: Right side. Ri Right side. Yeh. The woman's legs we cannot see.
10. L2: Right side
11. L1: In his right side.
12. L2: Right side
13. L1: In his right side...The woman has an angry moodu (mood). He is not sitting. He is
14. he is standing
15. L2: Standing
16. L1: He is not sitting he is standing, he wearing nighty. She is wearing nighty. The
17. woman has an angry mood.
18. L2: In front of her a boy is standing
19. L: The woman’s in front, there is a boy standing.
20. T: Half a minute more.
21. L2: Boy standing
22. L1: em In this TV a a woman playing tennis. Only one ma
23. L2: One man
24. only one girl showing. Fast fast.
25. L2: TV is on the table
26. L1: The TV is on the table.
27. L1: The table has two doors.
28. L2: Table has two doors
L1: Two doors. Yeh, you draw. Two doors. Ok. There is a picture up the TV. There is a picture in the wall. There is a TV up the picture in the wall. Rectangle picture. Vertically.

L2: In this picture there is a flower wall

T: You speak

L1: Draw fast. ok There is a ball and bat behind the sorry there is a ball and bat down the in the floor floor ye nearby that that man. eh that my ing ing ground floor
ground floor ground floor. Fast

L: There is a ball

T: Time is over. Thank you so much. Show the picture to him and describe. Come.

Analysis

This group has taken the task very seriously. Though LI seems to be dominant, he gives a lot of pressure to the student who draws the picture on the board and this can be seen from lines 06, 24, 29, and 35 in which he addresses the student directly. In the matter of preposition, line 06 shows the use needs to be refined. In the matter of pronunciation, as seen in line number 13, the use of ‘moodu’ in the place of ‘mood’ is the influence of the mother tongue. Though the group falters in gender identity in lines 13, 14, and 16, there is self-correction in line 16. While trying to modify the interlocutor’s use of prepositional phrase, LI again falters in line 19. The use of tense in lines 21, 22 and that of voice in line 24 need to be repaired. The repairing of the use of articles in lines 25, 26 and 27, 28 does not seem to have any impact on L2. In lines 29-31 and 35-37, the pressure to complete the task has been very high and hence L2 makes use of short, incomplete expressions and he begins to stammer. In line 33, L2 should have used flower vase and the use of ground floor in lines 36 and 37 should be repaired.

Group 2

01 T: Second

02 L1: This is an important function. There is a stage... One man is sitting on on on a chair

03 T: You should also

04 L1: on the stage.

05 L2: Another man standing in the mike...

06 L2: Standing man in the bald (bald) head.

07 L1: He is a bald headed people.

08 L1: ( ) the side of the stage the side of the stage there is a flag.

09 L1: Eh eh Standing man left hand is holding a mike. Standing man left hand is holding a holding a mike.

10 T: Half a minute more.

11 L2: Hand touch for hand touch for mike

12 L2: Hand touch for hand touch for mike

13 L1: Hand is touch for mike, left hand. Left hand is touch the mike.

14 L2: Right, right.

15 L1: Hei
16. L2: vitru (Leave it)
17. L2: Standing man eh wearing his pair of spectacle.
18. L1: A standing man wearing his pair of spectacle.

Analysis

The presentation of this group is very slow. They begin to watch the student who draws the picture on the blackboard and wait before and they give the input which is both ineffective and insufficient. The pronunciation of ‘fald’ for the word ‘bald’ by L2 in line 06 needs to be addressed. The same sound is imitated first by L1 and self-corrected by him in line 07. L2 uses the term ‘bald headed people’ in line 07 and this requires to be repaired. In lines 17 and 18, the use of ‘pair of spectacle’ seems to be quite natural. Perhaps they are not aware of the correct form. L2 does not seem to bother about the accuracy of the picture drawn on the board and this is revealed in lines 14, 15, and 16. L2 also uses his mother tongue in line 16. Perhaps they want to complete the task within the time allotted. Lines 02 and 18 show the deviation in the use of articles. Line 05 shows the use of tense and line 13 shows the use of ‘be’ verb with the present form of a verb ‘touch’. This deviation seems to be quite common with the students. The input this group gives is in the form of words and phrases and they do not produce meaningful sentences.

Group 3

02. L1: There is a wall.
03. L2: There is a small family. Draw one. First one is father.
04. L1: Another than one is mother and last one is his son.
05. L2: Be fast... Right side. Right side. Right side.
06. L2: Father right side, right side.
07. L1: Right side mother...
08. L1: There
09. L2: is a child his a his son near the, near the mother
10. L1: Near the mother. . Front front of the dable (table).
11. L2: There is a table in front of the family. There is a table. Front. Front.
12. L1: Front of the dable (table). Front of the members there is a dable (table).
13. L2: There is a table.
14. L1: Ah ah ah on the dable (table) cake
15. L2: The table there is a round shape
16. L1: On the dable (table) round shape cake
17. L2: table round shape cake
18. L2: Some words are written written words are Happy
19. L1: on the dable (table), some words written on the cake.
20. L2: happy reopening day chinna (small) small
21. L2: small letters
22. T: Thirty seconds more.
T: Let us begin.
L1: There is a man... wearing a shorts. He is walking towards his house. Llis house is le
03 A: Left side or right side
04 L1: His house is left side. Left side, left side. The other side.
05 A: Left side.
06 L1: This side. This side.
07 L2: He is right side.
08 L1: He is walking towards
09 A: He is walking
10 L1: He is holding a pole.
11 A: Holding
12 L1: On his left hand, pole pole
13 L1: He is holding a pole.
14 A: Pole means.
15 L1: Stick. On his left hand right right left hand left hand. Pole. It is looking
16 Upward. Pole
17 A: Upward
18 L1: Left hand left side left hand on his left hand. The pole is vertically up vertically up.
19 He is holding the pole.
20 A: He is
21 L1: He is holding in his hand, yeh, yeh. In the pole, in the pole a torn dhaty. dhaty
22 means
23 L2: is tied.
24 L1: is tied. Pole
25 A: Which tied?
26 L1: The torn his torn dhaty.
27 L2: Dhothy Dhothy...
28 T: Dhothy...
29 L2:Dhoty
30 A: I can’t
31 T: Last fifteen seconds.
32 L2: His wife and child are standing in the verandah. Child and his wife. Two men on
33 his right. Two men on his right on his right, right, right. Two men on his
34 right. See on his right, no no no in the other side, other side.
35 A: In this
36 L2: yes two men.
37 T: Time is up. Thank you so much.

Analysis

In this group the domination of L1 is felt throughout the presentation. L1 gives
appropriate input in present continuous tense seven times in lines 02, 08, 10, 15, 19, 21,
and 32. In line 21, L1 falters the pronunciation of the word ‘dhothy’, a common term of
clothing in India and this confuses the student who draws the picture on the board. This
student, A, clarifies nine times in lines 03, 05, 09, 11, 14, 17, 20, 25, and 30 and thus
initiates two way interaction. He clarifies and asks questions, confirms, repeats and thus
employs the strategies of second language acquisition like confirmation checks,
clarification requests, and comprehension checks. When it is very difficult, A finally
says ‘I can’t’ in line 30 and continues to receive the input and draw the picture until the
end of the task. The role played by L2 seems to be minor. He remains very quiet. This
group also spends a long time in trying to clarify spatial relationship.

Group 5

01 T: Both of you should speak. Begin.
02 L: ( )Jail, jail
03 L1: It kas (has) one window... windowlike ( )
04 L2: Three by three matrix...
05 L2: In the window there is a policeman is watching.
06 L1: window inside. Inside the window.inside the window. In the jail bed bed
07 There is a holy monk.
08 L2: Holy monk is sitting, (coughs)
09 L1: On the bed. Holy monk sitting.
10 L2: The right side cup of tea. Right side right side in the bed. Right side eh
11 L1: In front of the holy monk there is a prisoner. Potrate (prostrate) friend of the holy
12 man, the monk...
13 L1: The prisoner ( ) checkedshirt.
14 L2: Checked shirt. Shirt.
15 LI: In the wall of the jail bricks, bricks.
16 T: Time is up. Thank you. Thank you so much.

Analysis

This group is not able to give meaningful sentences. The input consists of words and phrases. LI in line 03 needs to repair his pronunciation of the word ‘has’. The researcher can have a private conversation with this particular student and diagnose his difficulties in pronouncing other sounds in the language system and unconscious treatment can be given to him without hurting his affective domain. Again LI uses the word ‘Portrate’ in line 11 and this shows his knowledge of words. He might not have read this word in print and manages with what he has heard. The sentences with ‘There’ construction in lines 05, 07, and 11 are perfect

Group 6

01 T: Give him the instruction.
02 LI: There is a big tree. There is a big tree.
03 T: Louder.
04 LI: Itu (it) has four branches.
05 A: Four branches side by side.
06 LI: side by side.
07 L2: Sorry. Inside of the tree.
08 LI: Ok
09 A: Left sidu (side) right sidu(side)
10 LI: Under the tree there is a two mens are sitting. Below the tree the two mens are sitting in the stage. No no under the tree, fu full of the stage covered the tree. Sit two mens are sitting in the tree. The one man is old man another man is young man.
11 One man is old man. Another man is young man. The old man has bald head. It ha
12 it the old man wear pair of spectacles. He is laughed. He laughed laugh.
13 L2: Tree left side the window.
14 15 L2: Eh the old man the old man ah under the the old live (leave) his
16 L2: chappals
17 18 LI: chappals under underground. The young man weared a t-shirt and fant shirt(pant shirt). He weared chappal
19 20 T: Last thirty seconds.
21 LI: Ok eh The left side of the tree the left side of the tree.
22 L1 and L2: The left side of the tree
23 LI: a small a roof eh house roof house. There is a one window and one door. A man entrance a man sta standing entrance of the door. He is seeing the two mens. ok.
24 L1: He
25 T: Thank you so much.
26 LI: Ok
27 T: Thank you. Right. Well done.
Analysis

This group is able to make sentences with ‘There’ construction. The use of ‘mens’ does not seem to bother the learners as revealed in lines 10, 12, and 24. In the same way the use of ‘weared’ is noticed in lines 18 and 19. In the matter of pronunciation, ‘itu’ for ‘it’ (line 04), ‘sidu’ for ‘side’ (line 09), ‘fant’ for ‘pant’ (line 18) need to be addressed. In line 16, LI pronounces ‘leave’ as ‘live’. In lines 18 and 19, LI says ‘pant shirt’ to mean only the pair of trousers. The use of ‘underground’ by LI in line 18 needs to be rectified. In line 14 the use of ‘is laughed’ gets self-corrected. The student who draws picture on the board tries to interact with the other two students twice as shown in lines 05 and 09. Though LI dominates L2 throughout this presentation, L2 is highly attentive as he supplies the opt word when it is required as shown in line 17. The learners need to have intensive course on the use of tenses and concord.

Group 7

01 T: Please begin.
02 LI: There is a pair. There are husband and wife. They may be old people. Husband is 03 sitting on the wooden chair. He is wearing a spectacles, pair of spectacles. He is bald 04 headed man, bald headed man and there is a calendar above on the head. It shows as 05 date eleven may be vinayagar or some beauty film.
06 LI and L2: and his wife
07 L2: reading newspaper
08 LI: The man put his left lek (leg) on his right lek (leg). Left lek (leg) on his right lek 09 (leg).
10 L2: Left leg
11 LI: He put he puts his ha hands on his left lek (leg) and his wife is reading a 12 newspaper shoutly I think... Reading a newspaper. See (she) is standing.
13 T: Thirty seconds more.
14 LI: Though there is a dining dable (table) we can’t visibe it. In the in front of the man 15 there is a dining dable (table). They but (put) their plates in order on the dining 16 dable (table). There are two chairs.
17 T: Thank you so much.

Analysis

This group makes an opt presentation. The use of ‘there’ construction, tense, and concord show that L2 has already acquired the language skills. It is not known why he should use ‘may be’ in line 02 when he knows that the pair is quite old. He also falters in the use of preposition in line 04. He repairs his sentences himself in lines 03 and 11. He coins new words ‘shoutly’ and ‘can’t visible’ in lines 12 and 14 respectively which show that he is highly innovative. He also uses a complex sentence in line 14 which is very rare in the oral presentation. However, LI should repair his pronunciation as it can be seen in lines 08, 09, 11, 12, 14, 15, and 16 in the matter of pronouncing the words ‘leg’, ‘she’, ‘table’, and ‘put’. Only a micro analysis of this type can demonstrate what exactly needs to be done to make the learners give comprehensible output. Though LI is dominant in
this group work, his ability to present the minute details within the time given needs to be appreciated.

**Group 8**

01 T: Eighth group. Yeh. Please draw.
02 L1: There are there are hu husband and wife. They were standing slyly. We can see only the one side of of their faces.
04 L2: There are look at rain water.
05 L1: Yes... There are... the right side eh the left side picture is holding a glass. Hold.
06 L2: holding
07 L1: holding a glass in his hand.
08 L2: The lady
09 L1: The lady
10 L2: Holding a
11 L1: glass in his hand and try to eh catch the water
12 L2: catch the rain water.
13 L1: rain water in the glass. The his hand was raised.
14 L2: Yes.
15 L1: The man has one folding the man was folding his hand in his back. In his back, back side...
16 L1: Please leave it. Eh there eh two big buildings straight by them straight back
18 them. We can only see the upper part of the buildings.
19 A: Upper part of the building
20 L1: Upper part of the building. Please try to eh write small buildings.
21 L1: The another building is touch the first building and this is eh big building.
22 T: Time is over. Thank you.

**Analysis**

The learners do not use tense forms properly while they make the presentation and this is illustrated in lines 02 and 13 in which they are expected to use present tenses. L1 uses the word ‘slyly’ in line 02 and we do not know what exactly he means by the term. L2 supplies the vital clue as illustrated in lines 08, 12. L1 seems to suffer from gender identity as it can be seen in lines 07 and 13. In line 20 L1 uses the verb ‘write’. Probably he relates this word with the black board. He should have used the word draw. The use of ‘are’ with Took’ should be noted in line 04. Similarly the use of verb ‘is’ with ‘touch’ is quite common as seen in line 21 and it requires to be rectified. L2 self-corrects most of his utterances as illustrated in lines 05, 15, and 17.

**Group 9**

01 T: Next Group
02 L1: There was a tree with few branches on the left side of...there was a house beside
03 of the tree
A: right side
LI: on the right side
A: right side?
LI: right side
LI: It has one door. It was raining. So there was a flood( ). There was a flood.
LI: full of water
LI: full of water. So the house is rushing by the tree, water . There was two men
above on the house above on the sitting above on the house, above... They are worry
about the rain.
T: Thirty seconds.
L2: One man is wearing a pair of spectacle and the both wearing a t-shirt
LI: both
L2: T-shirt and dhothy
T: Speak
L: Beside there was another house
L2: Left side, left side.
T: Time is up. Thank you so much.

Analysis
This group does not seem to understand the point that they should use present
tenses while describing pictures of this type and it can be seen in lines 02, 08,10, and 18.
For certain verbs, the use of ‘be’ verb with the past participle form of the verb needs to be
taught for the deviation found in line 11. Students should understand certain plural forms
as in the expression ‘a pair of spectacles’ and this deviation can be seen in line 14. This
group gives the input mostly in the form words and phrases.

Group 10
T: Group Number?
L: Ten
T: Last group.
LI: There is a bungalow
L2: There is house. It has two floors. There is house. It has two floors... Two floors.
LI: Two floors...
L2: Around the house
LI: a compound
L2: there was a compound, around
LI: The first floor left side a window
L2: And there is a window right side.
LI: Right side
L2: Window. In front of the house, window, win dow
LI: A second floor left side have a window. Left side
L2: In front of the house, the house owner stand stands
LI: He stand
L2: He stands outside of the house
18 LI: out side of the compound
19 L2: out side of the compound
20 LI: Left side
21 L2: He looks us. He looks ( )
22 L2: He wears a pair of spectacles and he ha. He wears a pair of spectacles and he
23 holds newspaper in his hand. In his
24 LI: Rangoli was...
25 LI: He holding a newspaper left
26 LI and L2: Left hand
27 LI: A rangoli was drawn in her in her foot.
28 T: Thirty seconds more
29 L2: And a painter
30 LI: a painter (painter)
31 L2: stands near the man and he looks the house owner, a painter, a man... a man
32 LI: man
33 L2: He has a bucket of paint and a brush in his left hand, bucket of paint and a brush.
34 He wears checked shirt. He wears checked shirt.
35 T: Time is up. Thank you so much.

Analysis

This group needs to strengthen the items of grammar especially the use of articles both definite and indefinite as the lines 14, 23, 05 illustrate this point. The other items of grammar to be taken care of are Subject-Verb agreement (line 16), Preposition (line 3 and 21). Tense usage in line 25 needs to be repaired. The gender identity in line 27 and the pronunciation of the word ‘painter’ in line 30 require attention of the learners. The presentation made by LI in this group seems to be in the form of incomplete sentences. This learner does not seem to be coherent in turn taking as it can be seen in the line 24. L2 attempts self-correction in line 15 and he maintains the use of ‘s’ with the third person singular throughout his presentation in lines 05, 15, 17, 21, 22, 23, 31, 33 and 34 whereas LI has a very poor presentation in this regard in lines 14 and 16.

Questions and Answers

Group 1 and Group 2

Group Two asks and Group One answers

001 T: Please begin. Ask them questions.
002 L: What flag this? wha what country flag this?
003 L: This is a our national flag.
004 L: The old man eh the old man sitting, sitting there?
005 L: Yes. The old man sitting here.
006 L: He wearing a jibba?
007 L: Yes
008 L: There is a towel in his
L: yes
L: shoulder?
L: Yes
L: Another man is standing?
L: Yes. Another man is standing
L: What doing?
L: He is holding a mike his left hand
L: Are in the background there is a building?
L: building?
L: there are buildings?
L: Yes
L: Who is watching this meeting? Who is watching this meeting?
L: I don't know any idea
L: How many flags are there in the picture?
L: There are three flags in building, one flag is on the building two flag and one flag is
L: This time is morning or evening?
L: This is the morning time.
L: Ok then where is the sun? There is no sun. I think this is evening.
L: What is the picture in the T.V.?
L: There is a girl playing Tennis
L: Is the woman stand or not?
L: The woman stand. See (She) stand.
L: near the old man.
L: man
L: What are the angry with woman? L: The man is played.
L: The woman don’t angry with he with the man. The woman angry with his son.
L: Is the bat bat?
L: Yes. There is a bat and ball in the ground floor.
L: Is the old man watching the TV?
L: Yes. The old man watching TV he holding also his in his chin by his hand.
L: What is the picture in the wall?
L: The flower
L: picture of the flower in the wall
L: Is the old man wearing a spectacle or not?
L: the old man wearing spectacle
053 L2: yes pair of spectacles
054 T: Thank you so much.
055 L: Thank you sir.
056 L: Thank you

Analysis

In line 002, the learner asks ‘What flag this?’. He omits the verb ‘is’ and perhaps does not know the rule of inversion while framing a question. In lines 004, 006, 010, and 012 statements become questions with tonal variations. In line 014, the learner asks ‘What doing?’ instead of ‘What is he doing?’ In lines 016, 017, and 018 the learners try to reconstruct the question they wish to ask and finally the statement again becomes a question by tonal variation. In lines 021 and 023 the learners have framed ‘wh’ questions with proper inversion which prove that they know how to frame questions. In lines 026 and 028, the learner challenges the member of the opposite group which is the purpose of Task-Based Language Teaching. In line 033, the learner frames a question but the question requires to be repaired. In line 034, the learner uses ‘stand’ for ‘stands’ and pronounces ‘she’ as ‘see’. This is common among the learners and this needs to be rectified. In line 038, the learner asks ‘What are angry with woman?’ for ‘Why is the woman angry?’. In line 039, the learner uses ‘The son is played’. This sentence requires to be treated. In lines 040 and 041, the learner is fluent but not accurate. He pronounces ‘with’ as ‘withu’ and uses ‘his’ for ‘her’. In line 043, the learner uses ‘ground floor’ to indicate ‘floor’. In line 044, the learner is quite successful in forming a question. In lines 045, 046 the learner needs to be accurate. In lines 048, 049, and 050 the learners try to supply the information required. In line 053, the learner uses ‘pair of spectacles’ after noticing the word ‘spectacle’ in lines 051 and 052.

Group 3 and Group 4

057 T: Group three and four. Group three and four. This is group number three. Group number four. One minute to ask questions. Ok.
058 Group number three.
059 You please begin the questions, based on the picture.

Group Three asks and Group Four answers

060 L: How many members in this picture?
061 L: Five members
062 L: Five members.
063 L: One child.
064 L: A child a wife and three men.
065 T: Come on ask.
066 L: First man, what do you what do he hold?
067 L: He is holding a pole in which a torn his torn dhothy is tied.
068 L: What are in the sides of side house?
069 L: There is a goat, eh the scorching son is there. Some grasses are there...
070 L: Describe about the house
There is a roof, eh There is there is the house behind the house

Group Four asks and Group Three answers

O.K. You should ask now.
Is the door kept open or closed?
The door is open
Is there any toy placed above the refrigerator?
Yes.
There is a toy above the refrigerator.
How many balloons are there?
How many?
baloons are there?
I think eh
five are
five balloons
baloons are there
How many handles (candles)?
There are two handles (candles)
There are two handles (candles)
There are lightening.
Is there any picture behind the refrigerator?
Yes There is a picture in the wall. In this picture there is a sun.
What about the cake?
The cake is a round shape. Eh some words are written in. These are these are Happy Reopening Day.
Which type of Suridhar she is wearing?
eh It is it is wearing a checked sudithar. eh Designis cheek checked sudithar.
Was he hold anything? Was he cold (hold) anything?
He hold
She is holding a knife.
What are they doing in this picture? What are they doing?
They are celebrating the reopening day.
Thank you so much.

Analysis

In line 061, the learner uses ‘How many members in the picture?’ for ‘How many members are there in the picture?’ In lines 062 to 065 the learners add to the answer given by each learner. In line 067, the learner makes an attempt in self-correction but fails to use ‘does’ for ‘do’. In line 070, the learner uses ‘scorching son’ to mean ‘weak, underfed son’ and also uses ‘grasses’ for ‘grass’. In lines 074, 076, 079, 090, and 100 the group is successful in forming questions. In line 080, the learner asks the interlocutor to
repeat the question and thus applies the strategy of second language acquisition. From lines 082 to 085, the group takes a joint effort to answer the question. In line 086, the learner uses ‘handles’ for ‘candles’ which requires to be repaired. In line 086, the learner asks ‘How many handles (candles)?’ and the answer given by the learner in lines 087 and 088 begins with ‘There are’ and the influence of ‘handle’ is noticed in each learner. In 089, the learner uses ‘There are lightening’ to mean ‘They are lit or they are burning’. In line 095, the question requires inversion. In line 096, the learner uses ‘It’ for ‘She’. In line 097, ‘hold’ is pronounced as ‘cold’ which needs to be treated. In line 099, the learner identifies the deviation made by the learner while framing the question in line 096, and uses ‘she’ for ‘he’ and ‘is holding’ for ‘was hold’ and thus gives the correct version.

**Group 5 and Group 6**

Group Five asks and Group Six answers

103 T: Five and Six. Group five and six. Group number five. Group number six. Please
104 begin your question. Fast. One minute only.
105 L: Flow many members in this picture?
106 LI: Three members.
107 L2: There are three members in the picture.
108 L: How many houses?
109 LI: Three
110 L2: Three houses.
111 L3: There are three houses.
112 L: One house. Two houses are roof kouse (house). One houses are concrete.
113 L: Concrete house
114 L: An old man... is wear chappals?
115 L:ehheh
116 L: No
117 L: he live (leave) the wear on the ground.
118 L: How many trees in this picture?
119 LI: How many?
120 L: trees
121 L2: only one trees in the
122 L3: four branches
123 L: four branches
124 L: with has
125 L: four branches
126 L: Third man near the house?
127 LI: Yes
128 L: Yes
129 L: The third man see the
130 L2: The third man near the roof house ... see the two mens.
Group Six asks and Group Five answers

131 T: Well. You ask question. Time is over. One minute only.
132 L: How many
133 L: How many
134 L: members
135 L: members are in the picture?
136 L: Three members.
137 L: There are three members in the picture
138 L: mm
139 L: There is a
140 L: is there monk?
141 L: Yes. There is a monk.
142 L: eh What is the near the monk?
143 L: The kis (his) cup and saucer.
144 L: Cup and saucer
145 L2: Tea and cup
146 L: Ok eh Who eh beside the monk?
147 L: The prisoner
148 L: Prisoner
149 L2: The prisoner beside the monk.
150 L: eh Wha why what is the eh he
151 L: do
152 L: do?
153 L: The prisoner is prostrate in front of monk
154 L: Which type of cloth wearing the monk?
155 L: Monk dress?
156 L: Shady
157 L: Shirt
158 L: Monk dress?
159 L: Who who see them?
160 L: The another man.
161 L: The policeman
162 L: Who see the the two members?
163 L: The policeman
164 L: The policeman
165 T: Thank you

Analysis

In line 105, the question requires a verb. The answer for this question in line 107 compensates the missing verb and begins with ‘There’. Similarly in line 108, there is a question without the verb but the answer is built up by the group members and finally a meaningful answer is presented in lines 109 to 111. In line 112, the learner uses ‘kouse’ for ‘house’ and uses ‘one houses’. Lines 114 and 126 are statements and they are made questions by tonal variation. In line 117, the learner uses ‘live’ for ‘leave’ which requires
to be repaired. In line 118, the verb and ‘there’ are missing. In line 119, the learner asks the interlocutor to repeat the question and follows the strategy of second language acquisition. In line 130, the learner uses ‘mens’ for ‘men’ which requires to be repaired. In lines 132 to 135, the learners take a joint effort to form a question. In line 137, the answer begins with ‘There are’. In 143, the learner pronounces ‘his’ as ‘kis’ and this requires to be treated. In line 153, the learner uses ‘is prostrate’ for ‘prostrates’. This requires to be corrected. The two groups take joint efforts to frame the right question and to present the correct answer.

Group 7 and Group 8

Group Seven asks and Group Eight answers

166 T: Seven and eight. Seven here. Group number seven here. Seven? and eighth
167 group here. Come. Seventh group ask questions.
168 L: How many members are in the picture?
169 L: There are two
170 L: Two members
171 L: There are two members.
172 L: There are husband and the wife.
173 L: Are they young or old?
174 L: They are middle-aged
175 L: middle-aged people.
176 L: Is the man wearing dress or banian?
177 L: eh The man wearing a a sleeve banian.
178 L: and wearing a ( )
179 L: Is the lady holding a cup or?
180 L: yes. the
181 L: She hold a glass
182 L: glass
183 L: and try to collect the rain water.
184 L: Is it winter or gold (cold)?
185 L: What?
186 L: Is it winter or gold? (cold)
187 L: ah I don’t know but the there is rainfall.
188 L: Are there buildings or houses?
189 L: Yes. There are six six buildings and two houses.

Group Eight asks and Group Seven answers

191 T: You please ask questions.
192 L: There is any photo?
193 L: There is any photo or calendar?
194 L: There is no photo. There is one calendar. It shows as date eleven.
195 L: OK eh Who is there?
196 L: Who is there?
197 L: There are two persons. One is one is husband and wife
198 L: They are old. They old age people or young?
199 L: Young age old age people.
200 L: What is the man doing?
201 L: The man is sitting on the wooden chair and he is looking at the ( )side.
202 L: What is in frond (front) of the couples?
203 L: There is a dining table
204 L: What is doing the woman?
205 L: The woman is reading news.
206 L: eh The woman is standing or sitting?
207 L: Standing. The woman is standing.
208 L: Standing
209 L: eh Is there is a cu is there is a cup?
210 L: chairs?
211 L: eh There are two chairs around the dining dable (table).
212 T: Thank you.

Analysis

Group Seven forms six questions among which one is a ‘wh’ question and five are ‘yes or no’ type questions. The questions are well-constructed and do not require any treatment. In lines 169 to 172 the learners take a joint effort to answer the question. In line 185 and 187, the learner uses ‘gold’ for ‘cold’ and requires to be corrected. In line 186, the learner does not understand the question and wants the question to be repeated. In line 182, the learner uses ‘hold’ for ‘holds’ and in line 184, the learner uses ‘try’ for ‘tries’. Group Eight in lines, 192, 193, 198, and 206 makes statements and converts them into questions in tonal variation. This group is successful in forming two ‘wh’ questions in lines 200 and 202 and one ‘yes or no’ type question inline 209. In line 210, the learner converts one word into a question by tonal variation. In line 202, the learner uses ‘couples’ for ‘couple’ and ‘frond’ for ‘front’. In line 211, the learner pronounced ‘table’ as ‘dable’ which needs to be treated.

Group 9 and Group 10

Group Nine asks and Group Ten answers

213 T: Group nine, nine and ten. Ninth group here. Tenth group here. Please ask ‘wh’ questions. Don’t ask yes or no questions. Ok. Everybody should ask. Everybody should answer. You begin the question.
216 L: What is going on?
217 L: They were some men. He want to draw a picture about the old man’s house.
218 L: What is the man wear?
219 L: He wears a round neck eh banian and he wears a dhothy.
220 L: The painter is wearing the?
221 L: checked shirt.
222 L: checked shirt.
223 L: The pa painter eh hand is?
224 L: The painter hold bucket of paint and a brush
225 L: What is the old man hand is?
226 L: The old man hold a newspaper
227 L: Is the old man wearing the pair of spectacle?
228 L: Yes. The old man wear a pair of spectacles
229 L: What is on the
230 L: wall
231 L: beside of the wall?
232 L: wall?
233 L: There are
234 L: Beside of the wall
235 L: There are buildings
236 L: Inside of

**Group** Ten asks and Group Nine answers

237 T: You ask questions. You please answer.
238 L: How many members are there in this picture?
239 L: There are so many ( ) so many members on the picture
240 L: Why do you sit on the why do you sit on the
241 T: How many members are there? How many members are there?
242 L: There are few many
243 T: How many?
244 L: Two members on the
245 T: Two, not so many. Come on
246 L: Why do you the man sit on upon the ( )?
247 L: because because there is
248 L: heavy rain So there was there was flood on the picture
249 L: Rain water inside the gouse (house)?
250 L: No there eh rain water yes inside.
251 L: How do you bill (feel) about this picture?
252 L: It is a
253 L: cruel
254 L: sad picture. I think about
255 L: What do you?
256 L: Is it raining?
257 L: eh Yes. It is raining.
258 L: Where do you the two mens sitting?
259 L: They are sitting above the
260 L: roof
261 L: roof
262 L: Is there any boat near the house?
263 L: oh no. There was no boat.
264 L: The tree there was a tree? Is there was a tree?
265 L: There was
266 L: one tree
L: one tree
L: one tree
L: before the picture and another
L: near the house
L: behind
L: frond (front) of the house (house) ah side of the house?
L: side of left side of the house
L: T: Thank you so much.

Analysis
In line 216, the ‘wh’ question formed is correct. In 217, the learner uses ‘He want’ for ‘He wants’. In line 218, the learner needs to improve the question. The answer in line 219 takes care of the points of grammar absent in line 218. In lines 220 and 223, the learners follow another method of asking questions. They make a statement and leave a blank and have the tonal variation to sound like a question. In lines 229 to 232, the group members try to frame a questions and in lines 233 to 235, the group members attempt to give the answer. In line 238, the ‘wh’ question formed is correct. In lines 240, 246, and 258, the learners use ‘where do you’ for ‘where do they’ which requires to be corrected. In 258, the learner uses ‘mens’ for ‘men’. In line 249, the learner pronounces ‘house’ as ‘gouse’ and ‘feel’ as ‘bill’ which require treatment. In line 264, the question framed requires to be corrected though the learner attempts self-correction. In lines 265 to 271, the students make an attempt to give the correct answer. In line 272, the learner pronounces ‘front’ as ‘frond’, ‘house’ as ‘gouse’ and again ‘house’ as ‘kouse’ and tries to form a question. This learner requires to be treated.

Task 1 Third Version
Accuracy Development
Treat the Sentences with Deviations
Section A
Group 1
1. There is a man sitting in a chair. (Preposition)
2. The woman’s in front, there is a boy standing. (Preposition)
3. Boy standing (Verb and tense)
4. Only one girl showing (Verb and tense)
5. Table has two doors (Article)
6. In this TV a woman playing tennis. (Verb and tense)
7. The TV is on the table. (Begin with ‘There’)  
8. In this picture there is a flower wall. (Change the word ‘wall’)

Group 2
1. This is an important function. (Article)
2. Another man standing in the mike. (Verb and Tense)
3. He is a bald headed people. (Article)  
4. Left hand is touch the mike. (Repair the verb)  
5. A standing man wearing his pair of spectacle. (Article, verb, repair ‘pair of spectacle’)  

Group 3  
1. Another than one is mother and last one is his son. (Repair the use of ‘another’; Preposition)  
2. Front of the members there is a table. (Begin with ‘There’ and introduce the verb)  
3. On the table round shape cake. (Begin with ‘There’ and introduce the verb)  
4. Some words written on the cake. (Repair the verb)  

Group 4  
1. Two men on his right. (Make a meaningful sentence)  
2. He is walking towards. (Complete the sentence)  

Group 5  
1. On the bed. Holy monk sitting. (Combine the words to form a sentence)  
2. The right side cup of tea. Right side in the bed. (Combine the words to form a sentence)  
3. Prostrate friend of the holy man. (Form a meaningful sentence)  
4. The prisoner checked shirt. (Introduce verb and tense)  
5. In the wall of the jail bricks. (Form a meaningful sentence)  

Group 6  
1. Under the tree a two mens are sitting. (Begin with ‘there’)  
2. The one man is old man another man is young man. (Repair the use of articles)  
3. The old man wear pair of spectacles. (Concord and article)  
4. He is laughed. (Voice)  
5. The young man weared a t-shirt and pant shirt. (Tense etc.)  
6. He weared chappal. (Tense)  
7. A man standing entrance of the door. (Tense and preposition)  
8. He is seeing the two mens. (Tense and plural form)  
9. The old man leave his chappals underground. (Tense etc.)  

Group 7  
1. They may be old people. (Be specific)  
2. Husband is sitting on the wooden chair. (Article)  
3. The man put his left leg on his right leg. (Tense)  
4. His wife is reading a newspaper shoutly. (Use another word for ‘shoutly’)  
5. Though there is a dining table we can’t visibe it. (Use a verb for ‘visible’)
Group 8
1. There are look at rain water. (Tense)
2. The lady holding a glass in his hand and try to catch the rain water. (Verb etc.)
3. Please try to write small buildings. (Change the word “write”)
4. The another building is touch the first building. (Tense)

Group 9
1. There was a tree with few branches on the left side. (Tense)
2. It was raining. (Tense)
3. So there was a flood. (Tense)
4. There was two men sitting on the house. (Concord)
5. They are worry about the rain. (Tense and voice)
6. One man is wearing a pair of spectacle and both wearing a t-shirt. (Plural form and ‘be’ verb)
7. Beside there was another house. (Tense)

Group 10
1. There is house. (Article)
2. There was a compound. (Tense)
3. A second floor left side have a window. (Article and concord)
4. He holding a newspaper left hand. (Introduce ‘be’ verb)
5. A rangoli was drawn in her foot. (Tense etc.)
6. The painter looks the house owner. (Preposition)

Pronounce the following words carefully
mood, bald, table, dhoty, has, pant, side, gant, it, leave, leg, table, gut, she, painter, candle, hold, his, cold, front, feel, house

Treat the Sentences with Deviations ■

Section B

Group Two asks and Group One answers
1. What flag this? (Verb)
2. What country flag this? (Verb)
3. The old man sitting there? (Verb and inversion)
4. Yes. The old man sitting here. (‘Be’ verb)
5. He wearing a jibba? (‘Be’ verb and inversion)
6. There is a towel in his shoulder? (Inversion)
7. Another man is standing? (Inversion)
8. What doing? (Verb and pronoun)
9. He is holding a mike his left hand. (Preposition)
10. There are buildings? (Inversion)
11. This time is morning or evening?

Groups One asks and Group Two answers

1. Is the woman stand or not? (Verb form)
2. She stand near the old man. (Concord)
3. What are the angry with woman? (Reconstruct)
4. The son is played. (Verb)
5. The woman don’t angry with the man. (Reconstruct)
6. The woman angry with his son. (Verb)
7. The old man watching TV. (‘Be’ verb)
8. The old man wearing spectacle. (‘Be’ verb and the plural form)

Group Three asks and Group Four answers

1. How many members in this picture? (Introduce ‘there’)
2. What do he hold? (Concord)
3. Some grasses are there. (Singular noun)

Group Four asks and Group Three answers

1. How many candles? (Verb and ‘there’)
2. Which type of Sudithar she is wearing? (Inversion)
3. It is wearing a checked sudithar. (Pronoun)
4. Was he hold anything? (Tense and sub-verb)

Group Five asks and Group Six answers

1. How many members in this picture? (Verb and ‘there’)
2. How many houses? (Verb and ‘there’)
3. One houses are concrete. (Concord)
4. An old man is wear chappals? (Inversion and verb)
5. How many trees in this picture? (Verb and ‘there’)
6. Third man near the house? (Verb and inversion)
7. The third man near the roof house see the two mens. (Concord, plural form)

Group Six asks and Group Five answers

1. Who beside the monk? (Verb)
2. What is he do? (Tense)
3. The prisoner is prostrate in front of monk. (Tense)
4. Which type of cloth wearing the monk? (Verb and inversion)
5. Who see the two members? (Concord)
Group Seven asks and Group Eight answers

1. The man wearing a sleeve banian. (Tense and verb)
2. She hold a glass and try to collect the rain water. (Concord)

Group Eight asks and Group Seven answers

1. There is any photo or calendar? (Inversion)
2. They old age people or young? (Verb and inversion)
3. Young age old age people. (Reconstruct the sentence)
4. What is in front of the couples? (Singular form)
5. What is doing the woman? (Inversion)
6. The woman is standing or sitting? (Inversion)

Group Nine asks and Group Ten answers

1. He want to draw a picture about the old man’s house. (Concord)
2. What is the man wear? (Tense)
3. The painter is wearing the? (‘wh’ question)
4. The painter hand is? (‘wh’ question)
5. What is the old man hand is? (Reconstruct the question)
6. The old man hold a newspaper (Concord)
7. Is the old man wearing the pair of spectacle? (Repair the underlined part)

Group Ten asks and Group Nine answers

1. Rain water inside the house? (Verb and inversion)
2. Where do you the two mens sitting? (Reconstruct)
3. There was no boat. (Tense)
4. Is there was a tree? (Tense)

Observation

The researcher identified the sentences with deviations in all the utterances and presented the list of deviations and the picture to each group for discussion. The students discussed in groups of three and repaired the sentences. This group of students has an advantage in the group work as the point of deviation for each sentence is given in brackets. A few grammar items like articles, tenses, concord were explained to the students. The researcher explained to the students the use of present tenses while describing pictures. While repairing the deviations in Section B, two groups were invited at the same time. They were asked to discuss the treatment together. The questions and answers produced by each group were repaired by it. The students found this work challenging and participated with a spirit of competition. There was an earnest attempt in treating the deviations and the students were highly successful. In the matter of pronunciation, the students were trained to produce the words with the help of a list of minimal pairs presented to them and the students found this activity very interesting.
Second Task First Version (Nineteen Students)

**Information** Gap Task

There were nineteen students and they formed six groups, each group having three students. Six leaders were asked to form groups. Each group was given the same picture and asked to discuss it thoroughly. After the discussion was completed, they were invited to describe the picture when one student drew the picture on the black board. There was a lot of negotiation between each group and the student-artist drawing the picture on the board. The conversation was recorded for analysis. The picture the groups were trying to describe was as follows.

![Figure 12: Task-based drawing activity (Markee, 1997a:36)](image-url)
Second version (Twenty Five Students)

There were twenty five students and they formed eight groups. Each group had three students. A model task was demonstrated to the students. The researcher invited two students to volunteer. The researcher and one student discussed and described a picture while the second student drew the picture on the board. The original picture and the picture drawn on the board were compared and the differences were spotted out. The researcher and the two students described the original picture. The picture given for the model task was as follows.

Figure 7: Task-based drawing activity (Mathi, 2005:16)

They discussed constructing a dialogue on the picture. They role-played what they saw in the picture. This pre-task motivated the class for the main task. The students were asked to volunteer to be group leaders. There were eight group leaders. They were asked to form their own groups. One student was assigned the role of drawing the picture on the wall when he got the input for the task. All the groups were given the same picture which was given in the first version of the task. They discussed the picture simultaneously and
described it one after another as one student drew the picture getting the instructions from each group. The interaction between each group and the student who was drawing the picture on the blackboard was recorded for analysis. When the task was completed, the students of each group were asked to write a dialogue based on this picture. The groups were asked to role-play based on the dialogue they had prepared. The role-play of each group was also recorded for analysis. The improvement introduced in the second version of the task was that the pre-task helped the students understand what they were going to do in the main task. Another introduction was the role-play. The students wrote the dialogue and role-played.

Third Version (Twenty Four)

There were twenty four students and they formed six groups, each group having four students. A model task was performed to the students. In the model task the researcher invited three students. He discussed the picture with two students. When the three described the picture, the third student drew the picture on the blackboard. The class watched the pre-task carefully. One of the students of the class described the picture drawn on the board. The picture given for the model task was as follows.

Figure 4: Task-based drawing activity (Mathi, 2005:)
The researcher and one of the volunteers performed a dialogue based on the picture. The dialogue already prepared on the picture was displayed on the LCD screen and the researcher read it to the class. The dialogue was as follows.

The Dialogue between the house owner and the painter

House Owner: What do you want?
Painter: I want permission from you to paint our party symbol.
House Owner: This wall is reserved for Munusamy.
Painter: Does he belong to any political party?
House Owner: No. He does not belong to any political party.
Painter: Then why should he reserve this wall?
House Owner: He does not want anyone to write on this wall.
Painter: Sir, Who is Munusamy?
House Owner: Why? I am.

The students were asked to form six groups, four members in each group. In each group one member who was to draw the picture on the wall was retained separately. The six groups were given the same picture which was given in the first and the second versions of the task and they were asked to discuss the picture separately. They were also asked to speak English during the discussion. After the discussion was completed, the first group was invited along with the student who was to draw the picture. The remaining five groups were not allowed to be there in the classroom. When the second group was invited to draw the picture, the students of the first group were allowed to remain in the hall and this went on until the sixth group drew the picture. As the students could not listen to the conversation of the other groups before they drew the picture, all their attempts were original. This is how this task is different from the other two versions. The input given by the six groups was recorded for analysis. When all the groups
completed the task, each group was asked to make a comment on how they drew the Picture. Their comments were also recorded for analysis. As the researcher fixed the time to give the input. Actually the researcher planned to have an imaginary dialogue among the patient and three visitors based on the picture after the comments of the students. This could not be done as planned as there was very little time. The original picture students were asked to draw on the board was also displayed on the LCD screen and the researcher made his observations.

Third Task First Version (Twenty Four Students)

**Information Gap Task**

There were twenty four students and they formed six groups. Twenty students were invited to participate in the pre-task activity. This was an information gap activity based on the camel story. There were ten strips of questions and ten strips of answers and each student was given a strip and they were asked to match the question and the answer. The questions were all based on the task they were to perform in the class. When the questions and the answers were matched, the students read each question and the answer loudly. The students were asked to form six groups, each group having four students. The students were asked to read a passage and frame questions on the passage. Each group asked other groups questions based on the passage and this task was continued until all groups questioned and answered. The speech acts were recorded for analysis. The questions and answers and the passage given were as follows. This activity was downloaded from the internet (Camel story 2005).
Questions:

1. When were camels imported to Australia?

2. Why were camels brought to Australia?

3. What environment suits a camel best?

4. By the 1920s camels were no longer needed. Why?

5. How far can a camel travel in one day?

6. What is Anslem Impu’s dream?

7. Why is it taking so long for Anslem’s dream to come true?

8. How do the local Aboriginal people feel about a camel farm west of Alice Springs?

9. What are the benefits of eating camel meat?

10. How are camels mustered?

Answers

Camels were imported to Australia between 1840 and 1907.

Camels were brought to Australia to be pack animals and to carry supplies to remote areas.

Camels are most suited to desert (hot and dry) environments.

Rail and motor transport were used instead of camels to transport supplies.

A camel can move up to 70 kilometres in one day.

Anslem wants to start a camel farm in a remote area, 250 kilometres west of Alice Springs.

Anslem’s family has to build a HUGE fence to keep the camels in.

The Aboriginal people have welcomed Anslem’s plan for a camel farm because it has provided work.
Camel meat is low in fat and cholesterol and high in protein, and there's a big demand for it in Muslim countries. It tastes a bit like beef.

Helicopters are used to muster camels, as they would travel too far for a sheep dog.

Passage

Camels have been in Australia for a long time. Thousands of them were imported to Australia between 1840 and 1907. They were used to carry supplies to remote mines and settlements, and as pack animals during the construction of railways and telegraph lines. By the 1920s there were about 20,000 camels, so when rail and motor transport came along they were no longer needed, and many were abandoned. Because camels were so well suited to desert areas, they quickly spread across Australia, into the NT, WA, SA and parts of QLD.

Today there are more than 500,000 camels living in the wild. They wander across wide areas, sometimes covering 70 kilometres in a day! And because camels live for as long as 50 years, there are likely to be a lot more in the future! And that's a problem. Camels cause damage to fences and pipelines.

But there is a possible solution. Anslem Impu has a dream to start a camel farm in remote country, 250 kilometres west of Alice Springs. To do that, he's got to build a huge fence to keep them in. So far it's taken him and his family three years to build this 75 kilometre fence.

"Four thousand pickets and 12,000 spacers, I reckon it's the big fence in Australia. Real big - and I think I'm looking at about another six weeks to go to finish him off."

ANSLEIM IMPU
Anslem plans to fence in about 200 square kilometres of Aboriginal land. This huge fencing project has provided welcome work for local Aboriginal communities. And now there are plans to open a camel abattoir in central Australia.

"Camel meat is low in fat and cholesterol and high in protein, and there's a big demand for it in Muslim countries. It tastes a bit like beef."

Unlike camels in other parts of the world, Australia's camels are mostly free of disease, so they're ok to use for meat. Soon hundreds of camels will be mustered from open country by helicopter into the new paddock before the filial section of the big fence is sealed off. Anslem says he's going to have a big barbecue to celebrate the completion of his fence in early October, a dream he's had for a long time.

"Just about all my life and I was thinking, I want to run this country and make it look like a big business, you know. And it did happen and I'm real proud."

ANSLEM IMPU

Second Version (Thirty Students)

There were thirty students and they formed seven groups each group consisting of four students. A model activity was demonstrated to the entire class. Six students were selected and three questions and answers were cut up into six strips and each student was given a strip. They were sent out. By communicating the questions or answers orally, they were asked to match the questions and the answers. In their absence, the jumbled questions and the answers were displayed on the LCD screen. The class was asked to match them. The six students were asked to come back and read the matching questions and the answers. The jumbled questions and answers were as follows.

1. What did the Deity do at last?
2. His relatives said: ‘The worship is over. Now bring away the offering.’

3. What did the Brahmin say to his young son?

4. At last the Deity, smiling, came down from the altar and sat before the meal and ate it.

5. What did his relatives say?

6. The Brahmin said to his young son: ‘Give the offering to the Deity today. See that God is fed’.

The questions were based on the story to be reconstructed by the students. Four among the six students were once again given four strips containing four passages. They were asked to go out and negotiate and reconstruct a story from the strips. The four jumbled passages were displayed on the LCD screen and the class was asked to read and reconstruct a story. The same activity was conducted in a small group as well as in the class with all the remaining students. When the class reconstructed the story, the four students were ready with their answers. After the pretask was completed, students clarified the meaning for a few difficult words. The jumbled passages displayed on the board were as follows.

Passage 1

His relatives said: ‘The worship is over. Now bring away the offering.’ ‘Yes,’ said the boy, ‘the worship is over. But God has eaten everything.’ ‘How is that?’ asked the relatives. The boy replied innocently, ‘Why, God has eaten the food.’ They entered the shrine and were speechless with wonder to see that the Deity had really eaten every bit of the offering.”
Passage 2

It would neither talk nor eat. The boy waited a long time, but still image did not move. But the boy firmly believed that God would come down from His throne, sit on the floor, and partake of the food. Again and again he prayed to the Deity, saying: ‘O Lord, come down and eat the food. It is already very late. I cannot sit here any longer.’ But the image did not utter a word.

Passage 3

The boy burst into tears and cried: ‘Oh Lord, my father asked me to feed You. Why won’t You come down? Why won’t You eat from my hands?’ The boy wept for some time with a longing soul. At last the Deity, smiling, came down from the altar and sat before the meal and ate it. After feeding the Deity, the boy came out of the shrine room.

Passage 4

“A brahmin used to worship his family Deity daily with food offerings. One day he had to go away on business. As he was about to leave the house, he said to his young son: ‘Give the offering to the Deity today. See that God is fed.’ The boy offered food in the shrine, but the image remained silent on the altar.

The above activity was a pretask for the students and gave an idea of what they were going to do next. The actual task was started. Twenty volunteers were invited. They were given twenty strips containing ten questions and answer. The questions were numbered and the answers were not numbered. The student-volunteers were asked to negotiate among themselves and to match the questions and answers. They were not allowed to show the strips to each other as that would impede the oral communication
and facilitate visual cognition. When the questions and answers were matched, the
students were asked to read each question and answer and thus the students were exposed
to the theme of the passage. There was a brief discussion on the vocabulary used in the
questions.

Seven students were invited to be group leaders and the students were asked to
form groups of their own choice. Each group was given four strips of passages. They
were asked to read the passages carefully and negotiate among themselves for meaning.
The ten questions were also distributed to each group so that they could find the answers
from the four passages. As each passage had explanation for difficult words, the students
would find the passages quite simple. When sufficient time was given for discussion and
negotiation, the students were found to be engaged in active discussion. The two students
who could not be accommodated into groups were asked to match the ten questions and
answers. The groups were called back for oral presentation. Each student was asked to
imagine that he was Anslem Impu and describe the project. The ten questions and the
answers were the same as those given in the first version of this task. The passage on
Anslem Impu was divided into four parts and in order to facilitate discussion, meanings
were given to difficult words in each strip as follows.
Passage 1

Camels have been in Australia for a long time. Thousands of them were imported
to Australia between 1840 and 1907. They were used to carry supplies to remote mines
and settlements, and as pack animals during the construction of railways and telegraph
By the 1920s there were about 20 000 camels, so when rail and motor transport came along they were no longer needed, and many were abandoned. Because camels were so well suited to desert areas, they quickly spread across Australia, into the NT, WA, SA and parts of QLD.

Meaning for difficult words

Imported: brought to our land from other parts of the world
remote: not near
mines: places where gold or coal are dug e.g., gold mines, coal mines
settlements: places where people come to live
abandoned: left without care,
suited: to become suitable
desert: dry places where there is sand everywhere

NT, WA, SA and parts of QLD: various parts of Australia

Passage 2

Today there are more than 500 000 camels living in the wild. They wander across wide areas, sometimes covering 70 kilometres in a day! And because camels live for as long as 50 years, there are likely to be lot more in the future! And that's a problem. Camels cause damage to fences and pipelines.

But there is a possible solution. Anslem Impu has a dream to start a camel farm in remote country, 250 kilometres west of Alice Springs. To do that, he's got to build a huge fence to keep them in. So far it's taken him and his family three years to build this 75 kilometre fence.
**Meaning** for difficult words

wild: in the places where there is only sand or trees
wander: go everywhere without any control
fences: any construction to protect plants, gardens, parks, fields so that animals and other people cannot enter,
remote: not near
Alice Springs: Name of a place in Australia

Passage 3

"Four thousand pickets and 12,000 spacers, I reckon it's the big fence in Australia. Real big - and I think I'm looking at about another six weeks to go to finish him off."

ANSLEM IMPU

Anslem plans to fence in about 200 square kilometres of Aboriginal land. This huge fencing project has provided welcome work for local Aboriginal communities. And now there are plans to open a camel abattoir in central Australia.

"Camel meat is low in fat and cholesterol and high in protein, and there's a big demand for it in Muslim countries. It tastes a bit like beef.

Meaning for difficult words
pickets: vertical poles to construct a fence
spacers: horizontal sticks or poles to construct a fence
reckon: think

ANSLEM IMPU: Name of a person
to fence (v): to construct a structure to protect plants, garden, parks etc.,
Aboriginal land: places where the natives of Australia live
Passage 4

"Unlike camels in other parts of the world, Australia’s camels are mostly free of disease, so they're ok to use for meat. Soon hundreds of camels will be mustered from open country by helicopter into the new paddock before the final section of the big fence is sealed off. Anslem says he's going to have a big barbecue to celebrate the completion of his fence in early October, a dream he's had for a long time.

"Just about all my life and I was thinking, I want to run this country and make it look like a big business, you know. And it did happen and I'm real proud."

ANSLEM IMPU

Meaning for difficult words

meat: flesh, the soft parts of body of animals which human beings eat
mustered: collected, gathered
paddock: a small field where camels are kept or trained
sealed off: closed
barbecue: a metal frame for cooking the flesh of animals, etc. over an open fire
completion: the work is completed

ANSLEM IMPU: name of a person
Third Version (Thirty Three students)

There were thirty three students and they formed eight groups, each group having four students except one group which had five students. A model task was performed to the students. Six students were invited and they were given six strips and asked to match the there questions and the answers orally without showing the strips to each other. In the absence of the six students, the questions and answers were displayed on the LCD screen. The class was asked to match the questions. This familiarized the students for the next stage of the model task. When the six students came back, they were asked to read each question and the corresponding answer. In the second stage of the pre-task, four students were invited. They were given the four strips of a story. They were asked to reconstruct the story orally out of the four strips. In their absence, the four jumbled parts of the story were projected on the LCD screen and the class was asked to identify the order of the story. The students were allowed to speak, discuss and negotiate in the course of identification. They were very quick to respond because of the visual effect which also helped them to negotiate with the other paragraphs at the same time. When the four students were able to reconstruct the story, they were asked to narrate the story without looking at the strips. The researcher explained terms like Deity, offering. The six questions and answers and the four passages given for reconstruction were the same as those given in the second version of this task.

The actual task began with distributing twenty strips to twenty students which were ten questions and ten answers based on the passage for reconstruction. The students were asked not to show the strips to the other members of this activity. They should match the questions and the answers orally. When the task was completed, the students
were asked to read each question and its corresponding answer. The questions and answers thus discussed provided input for the task. A picture of a camel was projected on the LCD screen as this task was based on a passage about camels. The students were asked to say whatever they knew about camels, their appearance, their usefulness, and their habitat. They were divided into eight groups, four members in each group and five members in only one group. Each group was given a cover containing four strips of a passage. In each strip, meaning for difficult words were given. Here also, the students were asked to communicate orally without reading or showing the strips to the other group members. When the negotiation for meaning was complete, the ten questions were supplied to each group so that the group members could discuss the answers. When the reconstruction of the passage was completed, two groups were invited and they were asked to interview each other and the interview was based on the passage they reconstructed. This process was repeated for the remaining six groups. The groups which were not interviewed were not allowed to be present in the same hall as the questions and answers they might hear, might influence their performance. The oral communication between the two groups each time was recorded and the feedback forms were distributed to the students. The ten questions and the ten answers given to the students and the four parts of the passage given to the students were the same as those given in the second version of this task.

**Fourth Task First Version** (Twenty One Students)

**Jigsaw Task**

The students were briefed on what they were going to do in the class. The students were asked to form seven groups, each group having three students. Each group
was given three strips of pictures. In each strip, there were two pictures missing. The three students had to negotiate among themselves to draw the two missing pictures without showing the original strips to each other. They were asked to negotiate in English. When the task was completed, the students were asked to make an oral presentation of the story of the picture which was recorded for analysis. The three strips given to each group were as follows. This was a problem-solving activity.

Figure 13: Task-based drawing activity (Hahn K and Wilson, 1998)

Second Version (Twenty One Students)

There were twenty one students and they formed seven groups with three members in each group. A model task was carried out in the class. The researcher and a
student-volunteer discussed a picture and gave the input to another student-volunteer to
draw a picture on the board. The picture was shown to the class except the one student
who was to draw the picture. The researcher and the student gave an oral description of
the picture drawn on the board. All the students watched the pre-task activity very
carefully. The picture given for the model task was as follows.

![Figure 10: Task-based drawing activity (Mathi, 2005:84)](image)

Seven students volunteered to be group leaders. Each group was given three strips
which had six squares each. Two different squares in each strip were blank. Each student
had to get the input from the other two students to draw the two pictures in his strip. The
negotiation among the three students in two groups was recorded. When the pictures were
drawn, the students were asked to describe the picture in groups and this was also
recorded for analysis. The strips given to the students were the same as those given in the
first version of the task.

Third Version (Eighteen students)

There were eighteen students and they formed six groups, three members in each
group. A model task was performed to the students. The researcher invited two students.
The researcher and one student discussed a picture and they described the same to the student who drew it on the blackboard. All the students watched this activity. When the picture was drawn, the original picture was shown to the student who drew the picture. The differences between the two were pointed out and the input needed to be provided was also discussed. The picture given for the model task was the same as that was given in the third version of the second task. A model dialogue based on the picture was conducted between the researcher and the student who drew the picture. After this, the dialogue already prepared by the researcher based on the same picture was displayed on the LCD screen. The dialogue displayed was the same as that was given in the third version of the second task.

When the pre-task activity was completed, the students were invited to form groups. Six groups were formed, each group consisting of three members. Three strips were given to each group. In each strip, there were small pictures within squares. There were six squares in each strip with four pictures. Two squares were blank in each strip. The pictures missing in one strip were present in the other two strips. Thus each student had to negotiate with the other two members to get the input to draw the picture. They were asked not to show the pictures to the other group members. The researcher recorded the negotiation that took place among the group members of two groups. When the groups completed the task, they were asked to compare the original pictures with the pictures drawn by them. They were also asked to discuss the story of the pictures. Finally the students were invited for the oral presentation. In the oral presentation, each group was invited separately and hence they did not get the chance to listen to the oral presentation of the other groups and thus they could not be influenced by the performance
of other groups. Two groups were asked to present the dialogue of the story. The oral presentations of all the groups and the dialogues were also recorded for analysis. At the end of the task all the three strips were projected on the LCD screen and the researcher explained the pictures and gave the feedback. The three strips distributed to the groups were the same as those given in the second version of this task.

Fifth Task First Version (Fifteen Students)

Spot out the Differences

A model task was performed projecting two identical pictures with minute differences on the LCD screen. The students were invited to spot out the differences between the two pictures. The researcher described the differences making an oral presentation. The students were asked to form groups of two and seven groups were formed. Each group was given two pictures with a few differences. They were asked to compare the pictures and spot out the differences between the two pictures. When the task was completed, the groups were asked to make oral presentations. The pictures given to each group were displayed on the LCD screen and the whole class was asked to spot out the differences between each set of pictures. The pictures were all downloaded from the internet. They are simple and hence they can initiate oral communication. The pictures given to each group were as follows.
Figure 14: Spot the differences out. Set 1 (Macmillan 2005)
Figure 15: Spot the differences out. Set 2 (NABATAEA.NET.2004)

Figure 16: Spot the differences out. Set 3 (under5s.spotchef.2002)
Figure 17: Spot the differences out. Set 4 (under5s.spotck.2002)

Figure 18: Spot the differences out. Set 5 (under5s.spotdino.2002)

Figure 19: Spot the differences out. Set 6 (under5s.spotsnl.2002)
Second Version (Thirty Students)

There were thirty students and they formed fifteen groups, each group having two
students. A model task was demonstrated to the whole class. The researcher invited a
student. A set of identical pictures was displayed on the LCD screen. The researcher and
the student discussed and pointed out the differences between the two pictures. They also
described the pictures.

The students were asked to form fifteen groups. Each group was given a set of
pictures which had a few differences. The students were asked to discuss and spot out the
differences. When the task was completed, the students were invited to have oral
presentation which was recorded for analysis.

The pictures given to the groups were as follows. These pictures were in addition
to the pictures given to the first version of this task.
Figure 21: Spot the differences out. Set 8 (DeRocco and Tafford 2005:46)

Figure 22: Spot the differences out. Set 9 (Willner 1999)
Figure 23: Spot the differences out. Set 10 (Mother and Daughter 2004)
'Re 24: Spot the differences out. Set 1 (Cooee! Level 2 - Activity Sheet: 2 Jul 2005)
Figure 25: Spot the differences out. Set 12 (Cooee!: March 2005)
Figure 26: Spot the differences out. Set 12 (Velsoft.com: 2004)

Figure 27: Spot the differences out. Set 13 (DeRocco and Tufford 2005:14)
This task was continued with one more activity. Each group was asked to spot out the differences between the two members of each group in the following:

1. Appearance
2. Hobbies
3. Ambition
4. Family Background
5. Behaviour
6. Extra curricular Activities
7. Achievements
8. Find out how your friend spends his Sundays
9. Favourite Food
10. Interest in Sports and Games

The groups were once again invited to have the oral presentation which was recorded for analysis.

Third Version (Twenty Two Students)

There were twenty two students and they formed eleven groups, two members in each group. A model task was performed to the students. The researcher invited a student for the model task. The researcher and the student discussed a pair of pictures projected on the LCD screen. The student was asked to spot out the differences between the two pictures. The researcher and the student described the differences while the whole class was watching the pre-task. The researcher initiated the conversation with another student and asked him to say something about his hobbies, ambition, family background, extra
curricular activities, achievements, how he spends his week ends, his interest in sports and games. The researcher presented to the class what he gathered about the student. This activity was a pre-task to the students to the second task they were going to do in the class.

The students were asked to form eleven groups. The group leaders were asked to volunteer and the remaining students were asked to choose their group leaders. Each group was given a pair of pictures. The pictures were the same as those given to the first and the second versions of this task. They were specifically asked not to show their pictures to their group members. They should find out the differences through negotiation. When the groups completed spotting out the differences, they were invited for the oral presentation. Their presentations were recorded for the final analysis. When the first task was completed, the students were asked to do the second task. A strip of paper was given to each group. The strip had the following.

Discuss with your friend and find out the following about him.

1. Hobbies
2. Ambition
3. Family Background
4. Extra curricular Activities
5. Achievements
6. Find out how your friend spends his Sundays
7. Interest in Sports and Games

The students were asked to discuss in groups to find out the above and then invited for the oral presentation which was recorded for the analysis.
Sixth Task First Version (Seventeen Students)

Developing a Topic

There were seventeen students. They were divided into eight groups. Seven groups had two students each and one group had three students. Twelve topics were prepared and displayed on the LCD screen. They were 1) Your Best Friend 2) Your Role Model 3) Your Native Place 4) Your Family 5) Your Ambition in Life 6) Your Favourite Day 7) Your Hobby 8) The Game You Like Most 9) Your Favourite National Leader 10) Your Unforgettable Experience 11) Your Favourite Teacher At School 12) The Food You Like Most. The topics were explained to the students. Each group was given a separate topic. The students were asked to discuss the topic. When the groups were called for presentation, each student had his oral presentation on the topic. The oral presentations were recorded for analysis. When the presentations were completed, each student was asked to say just three sentences on his topic and the sentences were repaired.

Second Version (Forty One Students)

There were forty one students. They were divided into twenty groups. Nineteen groups had two students each and one group had three students. The researcher discussed the topics which were meant for the task. A model task was performed. The researcher invited a student and discussed a topic with him. The researcher presented the views of the student and discussed a topic with him. The researcher presented the views of the student and presented the views of the researcher.

Twenty topics were prepared and displayed on the LCD screen. They were 1) Your Best Friend 2) Your Role Model 3) Your Native Place 4) Your Family 5) Your Ambition in Life 6) Your Favourite Day 7) Your Hobby 8) The Game You Like Most 9) Your favourite National Leader 10) Your Unforgettable Experience 11) Your Favourite
Third Version (Thirty Students)

There were thirty students. They were divided into fifteen groups. Fifteen topics were prepared and displayed on the LCD screen. They were 1) Your Best Friend 2) Your Role Model 3) Your Native Place 4) Your Family 5) Your Ambition in Life 6) Your Favourite Day 7) What We Should Do to Protect Our Environment 8) The Game You Like Most 9) Your Favourite National Leader 10) Your Unforgettable Experience 11) Your Favourite Teacher At School 12) India 2020 13) The Value of Reading Epics 14) Your Routine on Sundays 15) What You Like Most in This College. The topics were displayed on the LCD screen and explained to the students. A pretask was performed by the researcher and one of the students. The topic chosen for the pretask was ‘Importance of English’. The researcher and the student had a discussion and presented their views. Finally the researcher presented the views of the student and the student expressed the views of the researcher. Thus the students had a clear idea of what they were going to do in the class. The students were asked to form fifteen groups, two members in each group. Each group was given a separate topic. The students were asked to discuss the topic. The researcher watched each group and encouraged the group activity. The students were
asked to have their negotiation in English. When groups were called for presentation, each student had his oral presentation of the views expressed by his group member on the topic. The researcher introduced an innovation in the third version of this task. He prepared questions based on the fifteen topics given above. The questions were as follows.

Your Favourite Day

1. What is your Favourite day?
2. Why do you like this day?
3. What do you do on this day?
4. Where do you go on this day?

Your Ambition in Life

1. What is your ambition in life?
2. Why do you have this ambition?
3. What do you do to fulfill your ambition?
4. When will you fulfill your ambition?

Your Family

1. What is your father?
2. What is your mother?
3. How many members are there in your family?
4. What are the other family members doing?
5. Say something about your father.
6. Say something about your mother.
7. Where do you live?
Your Native Place
1. Which is your native place?
2. What is its population?
3. What is the main occupation of the people?
4. What are the facilities available in your native place?

Your Role Model
1. Who is your Role Model?
2. Why is he/she your role model?
3. What has he achieved in his life?
4. What do wish to achieve in your life?

Your Best Friend
1. Who is your Best Friend?
2. What are the fine qualities you find in him?
3. What is his weakness?
4. What does he want to become?
5. What are his parents?

Your Unforgettable Experience
1. What is your Unforgettable Experience?
2. Why do you think it is unforgettable?
3. When did you have this experience?
4. What do you learn from this experience?

Your Favourite Teacher at School
1. Where did you do your schooling?
2. Who is your favourite teacher?

3. Why is he/she your favourite teacher?

4. How is this teacher different from other teachers?

Your Favourite National Leader

1. Who is your favourite national leader?

2. What has he done to our nation?

3. Why do you like him?

4. Say something about your favourite leader

The Game You Like Most

1. What game do you like most?

2. Why do you like this game?

3. When do you play this game?

4. Who is your favourite player in this game?

INDIA 2020

1. How is India today?

2. How will India be in 2020?

3. What are the problems India is facing today?

4. What is the solution for the problems?

What You Like Most In This College

1. What do you like most in this college?

2. Why do you like this/these in this college?

3. What are the advantages of studying in this college?

4. What are the disadvantages of studying in this college?
Your Routine on Sundays
1. What do you do on Sundays?
2. Where do you go on Sundays?
3. How do you feel on Sundays?
4. In case you are at home on a Sunday, what will you do there?

The Value of Reading Epics
1. What are the two Indian Epics?
2. What are the values of reading epics?
3. What is the message of the Ramayana?
4. What is the message of the Mahabharata?

What We Should Do To Protect Our Environment
1. How is our environment today?
2. What should we do to protect our environment?
3. What is air pollution?
4. What are the advantages of planting trees?

The researcher invited the groups which discussed the following topics.
1. Your Ambition in Life
2. Your Family
3. Your Native Place
4. The Game You Like Most

The first two groups interviewed each other and the last two groups also interviewed each other. The questions on the above topics were given to the interviewing groups. The questions and answers were recorded for analysis.
Seventh Task First Versions (Twenty Seven Students)

Role Play

There were twenty seven students and they formed seven groups. Six groups had four students each and one group had three students. This task is a real-life task as all the students who study here should have had more or less the same experiences while joining the college. The students were asked to role-play the following story,

a) There is a family consisting of father, mother and son. The son’s name is Srikanth. The son’s +2 results have been announced. They discuss what to do next. They decide to admit him in a college, b) The son meets an old student of Vivekananda College, They discuss the merits and demerits of studying at this college, c) The son takes the old student to his parents. The old student persuades them to admit their son at Vivekananda College because of the life training given there, d) Srikanth comes to the college with the old student to submit the application. They meet the Principal and talk to him about the course he can join. The Principal tells them to attend an interview after a week, e) Srikanth and his parents attend the interview at Vivekananda College with the Principal and the teachers, f) Srikanth is admitted into I B.A. (Economics). He is happy at Vivekananda College. He has got a lot of friends, g) Finally Srikanth comes home on mid-semester holidays. He meets his old friends who are now studying at different colleges and they all share their experiences.

The seven stages of the role-play and the different roles students had to play at each stage were displayed on the LCD screen and explained to the students simultaneously. They were asked to discuss this activity in small groups. The students were asked to have presentation of the role-play in groups. Though the performance of
three groups was far from satisfactory, they were accepted. Three groups were asked to prepare and have the second presentation and one group was asked to give the third presentation.

Second Version (Twenty Nine Students)

There were twenty nine students and they formed seven groups. Six groups had four students each and one group had five students. This task was a real-life task as all the students who study here should have had more or less the same experiences while joining the college. The seven items of the role-play and the roles students had to play were displayed on the LCD screen and explained to the students. Seven group leaders were invited and each leader was given a strip containing the role-play. The researcher invited three students and performed a model-role play on the first item given below. The students were asked to discuss this activity in small groups. They were asked to have presentation of role-play in groups and each group was asked to role-play one of the following items of role-play.

a) There is a family consisting of father, mother and son. The son’s name is Srikanth. The son’s +2 results have been announced. They discuss what to do next. They decide to admit him in a college.

b) The son meets old students of Vivekananda College. They discuss the merits and demerits of studying at this college.

c) The son, Srikanth is at college office to submit the application. He talks to the persons he sees there.

d) Srikanth and his parents attend the interview at Vivekananda College with the Principal and the teachers.
e) Srikanth is admitted into I B.A. (Economics). He is happy at Vivekananda College. He has got a lot of friends.

f) Srikanth comes home on mid-semester holidays. He meets his old friends who are now studying at different colleges and they all share their experiences.

g) Srikanth is in the second year of his degree course. He goes to Madurai with his friends.

The oral presentation of the role-play by each group was recorded for analysis.

Third Version

Role Play (25 students)

There were twenty five students. Six groups were formed, four students in five groups and five students in one group. This task is a role-play task. The researcher invited two students for the pretask. There was a discussion on the role-play. The researcher played the role of the mother. One student played the role of the father and another student played the role of Srikanth, the student. The other students observed the activity.

After the performance of the role-play, the dialogue prepared by the researcher was displayed on the LCD screen. This was an innovation introduced in this version. The dialogue was as follows.

Father, Mother discuss Son’s education and decide to admit him at Vivekananda College, Tiruvedakam West. Srikanth is the Son.

Father: Results have come. Our son has passed his +2. What shall we do?

Mother: We shall send him to a college.
Father: That is a good suggestion. That will be highly expensive. I do not have any money. It has not rained well in the past three years and we can’t cultivate anything in the field. Agriculture does not yield anything.

Mother: Don’t worry about money. You can borrow from the bank. They give educational loan at a low rate of interest. Our son can repay the loan when he gets a job.

Father: Where shall we admit him?

Srikanth: Father, I wish to study B.A., (Economics) at Vivekananda College.

Father: Why do you choose Vivekananda College?

Srikanth: My friends are studying there. They tell me that it is a very good college. The atmosphere makes them concentrate on their studies. The students are also highly disciplined.

Mother: Yes, I have also heard about this college. Our son can become a good citizen of India.

Father: What is your ambition?

Srikanth: Father, I wish to become a police officer. I wish to serve the society.

Father: Why can’t you become an Economist? You should try that.

Srikanth: I shall try.

After the pretask, the topics for role-play were displayed on the LCD screen and each topic was thoroughly discussed. Each group was assigned a topic and asked to discuss. The topics given were the same as those given in the second version of this task. Finally the students were invited for presentation of role-play which was recorded for analysis. The transcription of the oral presentation is given below. The researcher concentrates on fluency first. In the next stage, accuracy is concentrated.
Transcription

Group 1

001 T: OK Begin
002 LI: The son and old students are discussing here, about this college.
003 Son: Hai brothers. I want to join this college. So you tell about this college eh to join.
004 L2: This college is very good well of in our society in our nation. We should do we do the physical jerks in our morning and do the asanas in etc., something.
007 LI: So the people society eh is eh speaking about this college eh just a well good very good college and this college is a gurukula system. So I want to know about this gurukula system.
010 L3: You choo choose the good college. This college makes a good citizen for our country. Gurukula system is in olden days. Our our Swamiji bri brings the gurukula system. The gurukula system is a both a teacher and boys are together together and ( )
013 LI: So then I I want to know about the courses, eh Which courses are available here?
13 L4: Yes. Twelveth examination you whichu (which) groupu (group) select?
14 LI: I am I am studying I am I was studied in arts group. So I want to choose the any one of the arstu (arts) subject.
16 L4: In this college arts group valuable for B.A. Economics. A valuable ah group.
17 LI: What is the speciality of the B.A., Economics?
18 L4: There are so many pa facilities in Economics eh Advertising (Advertising) and Mathematical method and some other things.
19 LI: How the faculties em approach the students in this department?
21 L4: Teachers aa and both are students you help me.
23 LI: mm and then the mm how much level the importance of the sports in this college?
23 L: In the in the college the sports level is very very good. The foot ball and
24 L: Here football
25 L: (laughs) Footfall (Football) is very good team. The competition competition in the state level and win the prize and another another sports is basketfall (basketball) and kabadi kabadi team.
28 LI: Then the conditions of this college abou in side of the gurukula?
29 L: The conditions of this college is very good because in the 4.45 waking up and then
30 then 12.00 o’clock 12.00 o’clock 12.45 the the college is finished and then 12.50
32 they start the evening prayer afternoon prayer, mm One 12 12.20 12.30 and then any other thing eh take the plate and eh take the plate and take the plate and aa dining hall and then come to attend the prayer aa and then 1.00 o’clock 2.00 o’clock college start
35 and then 4.00 o’ clock finished.
LI: So you all are em routed work in this college. So we have no any eh free time in this working ( ).
L: Four to six eh free time.
LI: You have four to six em what are you doing in between the four to six outing?
L: Justu (just) go to library and then refer some book for the entrance examination.
LI: Can I go to the library in between the four to six, the gap time?
L: Yes
LI: Which books are available in your library in this college?
L: Many boo lot of books available in our library mm except MAT and CAT exams and details and books are available eh MCA anything and then UPSC. All the competitive examination books are available in our library, mm In the side of the general library.
LI: Any competition books are available in this ca library?
L: Yes. All the competitions are available in the library. ( )B.Ed and then UPSC any all
LI: So that is all.
T: Good

Group 2

T: Begin
L: Heading
LI: The son Srikanth at ah college office give the application.
LI: I come in sir?
L: Yes. Come in.
LI: What do you want?
LI: I want to give this application for course.
L: Which course selection?
LI: I select the B.A.,(Economics)
L: Why do you select in B.A. (Economics)?
LI: This is a vocational course. After the degree completion of degree eh I get a many job (job) opportunities.
L: How much marku (mark) la last year?
LI: I scored 850 in our last year.
L: Where do you come from?
LI: I come from O
L: What is your father?
LI: My father is a farmer.
L: How many members in your (coughs) in your house?
LI: eh eh Four members in your house.
L: Why did you choose this course?
LI: It is a vocational course, eh
L: Why do you choose choose in in this college?
24 LI: Ye the It is a the situation is a the atmosphere is eh choose for studies and other activities. So I choose this college.
25 L: Do you Do you know the activities of this college?
26 LI: No, I did not know this eh know the activities of this college. Please tell about the routine works of this college.
27 L: You get up in early morning four forty five and five thirty you study and seven seven o’clock you physical exercise.
28 L: You attended physical exercise eh seven thirty to eight o’clock eh you are work already work eh eight o’clock prayeru (prayer). Eight thirty to nine o’clock eh breakfast eh nine forty to eh twelve o’ twelve thirty mm class hour.
29 LI: After then
30 L: After then you will you must attend the prayer hall at 12.50 after you must you takeu (take) lunchu (lunch) and then you go to your classroom at ()
31 L: Ok you you give the application.
32 LI: Thank you sir
33 L: Thank you
34 T: Very good.

Group 3

01 L: Interviewing at Vivekananda College with Principal and Srikanth
02 LI: May I, may I come in Sir?
03 L2: Please come in?
04 LI: Good morning sir.
05 L: Take your seat.
06 LI: Thank you sir.
07 L2: Please introduce yourself.
08 LI: My name is A. My father is P.V Street.E. M district.
09 L2: Why did you choose Economics B.A., (Economics)
10 LI: My in school life my favourite subject Economics. So I choose that Economics.
11 L2: mm Please tell about eh market.
12 LI: Market is a competition place where a buyers and sellers meet together. Without buyers there is no seller because the both relationship is wanted in market.
13 L2: Is there any question?
14 L3: No question.
15 L4: eh what is AIDAS? ( ) What is AIDAS? Pleae explain.
16 LI: Sir, the AIDAS theory is explained to a salesman, a good salesman. The A stands for attention. He should be attention towards consumers. I stands for interest. He he must to make interest to buy a good. D stands for desire. He must to make a desire to buy a goods. A stands for action. He must do action to buy a goods whether the goods should be a good. S stands for a satisfaction. After buying goods he must be a satisfy mind. So the AIDAS theories apply for a good salesman sir.
17 L4: Perfect answer. That is all.
18 LI: This college is a disciplined college. My old brother, sarry (sorry), my brother studied this college. So I choose this college. That is all.
27 L: Any more questions?
28 L: Well A. Explain about the market.
29 LI: Market is classification is a market is a well ( ) of buyer. The finance statements
30 finance transaction is begin in a market. For buyers is a competition place. A good
31 business man the market eh stand is the both competition place. That is all sir.
32 L2: What is the aim what is you aim in life?
33 LI: I, I want to finish my M.B. A. eh to be a good business man. It is my future in
34 aim. eh, that is all sir.
35 L: Anymore questions?
36 L: No

Group 4
01 LI: Vivekananda College, Vivekananda College Vivekananda College is a friends for
02 happy
03 L2: All of you
04 L3: All of you friends Flow are He is happy?
05 L: Yes. I happy
06 L: I happy
07 T: Louder, Louder
08 L: I like this you like this gurukula system for every in the three time prayer hall?
09 L: Yes. I like the three time prayer and gurukula system for study and dining hall is
10 study hall. Very fine, good atmosphere in this college.
11 L: Were you were you were you happy? were you happy?
12 L: Yes, I am happy and any time free time and playing football volley ball and athlete
13 eh silambam eh playing the sports.
14 L: ( ) eat were ate from you ate in the gurukula system for for the friends a good for
15 three times?
16 L: Every boy is very good. Good character and good discipline study and prayer hail.
17 like this college.
18 L: You like this a group discussion for the English class after( ) in the time?
19 L: Yes. The In this college is English Department is good good. Spoken English test
20 and every o every class is one half an hour is spoken is spoken English the classroom
21 and lot of students listen in the English grammar and the teacher is very good English
22 knowledge teacher is our English Department.
23 T: That is all.OK

Group 5
01 LI: Srikanth with home with home at parents. Now my friends are met me. Now
02 friends knocking the door.
03 Tole Tok
04 L: Hai come inside
05 L: Hai M (Srikanth), How are you?
06 L: I am fine. What about you?
07 L: We are also fine.
When did you come?
I came yesterday.
What did you like to have?
Water is enough.
OK
OK Srikanth. Please please tell about your college.
My college is very strict. In the beginning I really very hard to stay there but now I feel good.
What is your difficulty?
First my problem is I am not able to get up in the early morning. Then I went to my mess hall. The food is not good. When I saw the food, I really (laughs) afraid of.
(laughs)
OK S (Srikanth). We shall meet evening.
OK Bye
(The whole class laughs)

Friends we are come to Madurai. What is our today planning?
Today our planning is firstu (first) we will go to one flim (film).
Film. Yes which film you want to go?
I want to Autograph?
Yes
Which is the theatre that film is going on?
We will go to Cinipriya theatre.
Cinipriya? Where is that situated?
This theatre situated by eh near Anna bus stand.
Anna bus stand? Which bus is go there?
Bus number 10 is going to will go to Anna bus stand.
Anna bus stand. OK. After the film, what is our noon planning?
Our noon planning is eh we will finish the lunch.
Lunch? Which hotel we can ko (go)?
I think we’ll go to college house is a better for our lunch.
College house? How much () for they collect for one meal.
I think eh they will collect for twenty two rupees (rupees) for per mile (meal).
Twenty twenty rupees, (coughs)
Twenty two rupees.
Ok
Ok. After the lunch where will we where we can go?
mm I want to, I want to some purchase.
Purchasing. Which area do you want? Meenakshi bazaar or Pandy Bazaar?
First I will eh choose Pudhu Mandabam. I, I will lot of books for purchase.
Accuracy Development

The researcher separated the sentences with deviations and gave them to the students who produced the sentences. Group work was again initiated to repair the deviations. The form to be focused was given in brackets. The students were able to give the correct answers when they discussed the grammatical items. Thus group work, negotiation, interaction could lead to accuracy development. In the matter of pronunciation, each student was asked to pronounce the words individually. Students in groups were asked to repair deviations in pronunciation. Then the teacher pronounced the words and asked the students to repeat. The sentences given to the students are as follows.

Group 1

The son and an old student of Vivekananda College discuss the merits and the demerits of the college.

1. The son and old students are discussing here about this college. (Reconstruct)
2. So you tell about this college. (Introduce the object)
3. This college is very good well of in our society in our nation. (Reconstruct)
4. Gurukula system is in olden days. (Reconstruct)
5. The gurukula system is a both a teacher and boys are together. (Reconstruct)
6. Twelveth examination you which group select? (Reconstruct)
7. I was studied in arts group. (Verb)
8. In this college arts group valuable for B.A. Economics. (Introduce ‘verb’)
9. How the faculties approach the students in this department?
10. How much level the importance of the sports in this college? (Introduce ‘sub verb’)
11. 9.45 and the college was started and then 12.45 the college is finished. (Tense etc.,)
Group 2

The son, Srikanth at college office to submit the application.

1. I come in sir? (Reconstruct)
2. Which course selection? (Verb)
4. How much mark last year? (Reconstruct)
5. I scored 850 in our last year. (Reconstruct)
6. How many members in your in your house? (Reconstruct)

Group 3

Interview at Vivekananda College with the Principal and Srikanth is admitted in first B.A. Economics.

1. My in school life my favourite subject Economics. (Reconstruct)
2. The finance transaction is begin in a market. (Reconstruct)
3. What is you aim in life? (Reconstruct)
4. ITe must to make interest to buy a good. (Reconstruct)
5. After buying goods he must be a satisfy mind. (Reconstruct)

Group 4

Srikanth at Vivekananda College with friends. He is happy.

1. All of you friends how are he is happy? (Reconstruct)
2. I happy. (Verb)
3. Are you happy? (Tense)

Group 5

Srikanth at home with parents during mid-semester holidays. Srikanth meets his friends.

1. Now my friends are met me. (Verb)
2. Now friends knocking the door. (Verb)
3. What did you like to have? (Verb)
4. In the beginning I really very hard to stay there but now I feel good. (Verb)
Eighth Task First Version (Twenty Four Students)

Listening Skill Development and Note Taking

There were twenty four students and they formed four groups each group having six students. This task introduced an innovation which aimed at developing listening skills. The 15-minute All India Radio news in English was recorded and divided into four equal parts and recorded in four audio cassettes. Each group was asked to listen to one cassette. The news was played, paused, replayed many times until students were able to grasp the news items. They were also asked to transcribe the news items. Each group was invited for oral presentation which was recorded for analysis. The students were not allowed to have any notes or hints during the presentation.
Second Version (Twenty Four Students)

There were twenty four students and they formed three groups each group consisting of eight students. The 15-minute All India Radio English news was recorded and played to the whole class. All the students listened to the news carefully. The news was divided into three parts and each part was recorded in a separate audio cassette and each group was asked to listen to the five-minute news. Discussion was initiated within each group after the first listening. The groups were asked to listen to the same five-minute news followed by discussion.

Each group was sub-divided into two groups so that there were four members in each group and on the whole, there were six groups. They were once again asked to have discussion followed by oral presentation by each group which was recorded for the analysis.

Third Version (19 Students)

There were nineteen students and they formed three groups, six students in two groups and seven students in one group. This task is an improved version. As a pretask activity, students listened to a three-minute news item from the Voice of America. The transcription of the news item given in the website was also projected on the LCD screen simultaneously.

When the news item was played, the students followed the news word by word. They were asked to have a discussion on the news item. A few students volunteered to say a few sentences on the news item. In the actual task, the fifteen minute All India Radio English news was recorded and divided into three equal pails. Each news item had a five-minute news. The three parts were recorded in three different audio cassettes.
Three students were asked to volunteer to lead three groups. Each group was asked to listen to the same news item thrice. There was discussion within the members of each group after each time they listened to the news item. Students were asked not to take any notes or hints. When the discussion was completed, the groups were asked to have the presentation which was recorded for analysis. The groups were named A, B, C. Questions were prepared on each news item. The questions were as follows.

In the interaction, Group A was invited to interact with Group B by asking questions based on the news item meant for Group B. Group B was invited to interact with Group C and finally Group C was invited to interact and question Group A. This was also an innovation introduced in the third version of the task. The question and the answers were also recorded for analysis. In addition, this task introduced the web resources available to improve the listening and speaking skills of the students.

Ninth Task First Version (Twenty Three Students)
Listening Skill Development and Interpretation Task

There were twenty three students and they formed four groups. Three groups had six students and one group had five students. This task aimed at developing the interpretation skills of the students. The 10-minute All India Radio Tamil news was recorded in an audio cassette. This news was played to the whole class and students listened to the news. As each news item was played, the English version of the news in the form full sentences for the headlines and in the form of hints for the remaining news items was projected on the LCD screen. This was a pretask to the activity the class was going to perform.
The news was divided into four equal parts and recorded in four audio cassettes. Each group was asked to listen to the news as many times as required and translate the news items into English. The students were asked to have all the discussion in English. In the next stage of the task, each group was given a set of questions in English based on the news items and asked to discuss and write the answers in English.

When the students had found out the answers for the questions in groups, they were invited to have oral presentation which was recorded for the analysis. The whole session was very active and the students were engaged in listening, writing, reading, and speaking.

Second Version (Twenty One Students)

There were twenty one students and they formed three groups initially. As a pretask ten questions and ten answers were prepared in English based on the ten-minute All India Radio Tamil News the students were going to listen. Twenty students were invited to volunteer and they were given one strip each. Without showing the strips to each other they were asked to match the ten questions with the ten answers.

The questions and the answers were matched by the students. When the students had matched the questions and the answers, the researcher displayed the questions and the answers on the LCD screen. Each student read his question and the student who had the answer also read his answer. This activity helped the students to be familiar with the news items they were going to listen. Then the ten-minute Tamil news was played to the whole class. All the students listened to the news carefully. The 10-minute Tamil news was divided into three equal parts and each part was recorded in a separate cassette. Each group listened to its three-minute news item followed by discussion. The listening was
performed again two times followed by discussion. Then they discussed in English in
groups of four. When the discussion was completed, they were asked to have the oral
presentation which was recorded for analysis.

Third Version (Nineteen students)

There were nineteen students and they formed three groups, six students in each
group and seven students in one group. Twenty strips were prepared based on the news
items they were going to listen. There were ten questions and ten answers. The students
matched the strips. Each student read his question and the corresponding answer was
given by the respective student. When the questions and answers were read, the
researcher discussed the phrases and the contexts.

Two ten-minute All India Radio Tamil news items were employed in this task. The
first five-minute news item was played for the students to listen to and the hints were
displayed on the LCD screen. The students listened to the five-minute Tamil news and
also noticed the hints. Listening and reading skills were involved at the same time. When
the listening activity was completed, the researcher demonstrated how to construct
sentences from hints. The students were also asked to form sentences from the hints
displayed on the LCD screen. This was an innovation introduced in the third version of
the task.

The actual task began when each group was asked to listen to the five-minute
Tamil news thrice. They were also asked to take hints when they were listening. They
were asked to have discussion after each listening session. Finally the students were
invited for the oral presentation in groups. Each group had the oral presentation
separately which was recorded for analysis.
Two students were invited from each group and they were asked to have a group discussion on what they had listened to. The discussion they had was also recorded for analysis. This task was a combination of listening, reading, writing, and speaking skills. The greatest advantage of Task-Based Language Teaching is that the students are so absorbed in the series of activities in small groups that they do not feel tired and sometimes the class can go on continuously for ninety minutes. This is because they are now exposed to the learning-centred language teaching which is really interesting for the students.

Tenth Task
Jigsaw Task (Twenty Eight Students)

There were twenty eight students. They formed seven groups. They were asked to reconstruct short stories from the jumbled passages. Stories with values were chosen for this task. Each story was divided into four parts. The four parts of the story were in the form of four strips. The stories given to the students were as follows. There were some Sanskrit words the meaning of which was obvious to the students and hence they were not explained to the students.

Story 1

“Once upon a time a wood-cutter went into a forest to chop wood. There suddenly he met a brahmachari. The holy man said to him, ‘My good man, go forward.’ On returning home the wood-cutter asked himself, ‘Why did the brahmachari tell me to go forward?’ Some time passed. One day he remembered the brahmachari’s words. He said to himself, ‘Today I shall go deeper into the forest’. Going deep into the forest, he
discovered innumerable sandal-wood trees. He was very happy and returned with cart-loads of sandal-wood. He sold them in the market and became very rich.

“A few days later he again remembered the words of the holy man to go forward. He went deeper into the forest and discovered a silver-mine near a river. This was even beyond his dreams. He dug out silver from the mine and sold it in the market. He got so much money that he didn’t even know how much he had.

“A few more days passed. One day he thought: ‘The brahmachari didn’t ask me to stop at the silver-mine; he told me to go forward.’ This time he went to the other side of the river and found a gold-mine. Then he exclaimed: ‘Ah, just see! This is why he asked me to go forward.’

“Again, a few days afterwards, he went still deeper into the forest and found heaps of diamonds and other precious gems. He took these also and became as rich as the god of wealth himself.

“Therefore I say that, whatever you may do, you will find better and better things if only you go forward. You may feel a little ecstasy as the result of japa, but don’t conclude from this that you have achieved everything in spiritual life. Work is by no means the goal of life. Go forward, and then you will be able to perform unselfish work. But again I say that it is most difficult to perform unselfish work. Therefore with love and longing in your heart pray to God: ‘O God, grant me devotion at Thy Lotus Feet and reduce my worldly duties. Please grant me the boon that the few duties I must do may be done in a detached spirit.’ If you go still farther you will realize God. You will see Him. In time you will converse with Him.” (Gupta (M) I: 453-454)
Story 2

A tigress attacked a herd of goats. A hunter saw her from a distance and killed her. The tigress was pregnant and gave birth to a cub as she expired. The cub began to grow in the company of the goats. At first it was nursed by the she-goats, and later on, as it grew bigger, it began to eat grass and bleat like the goats. Gradually the cub became a big tiger; but still it ate grass and bleated.

When attacked by other animals, it would run away, like the goats. One day a fierce-looking tiger attacked the herd. It was amazed to see a tiger in the herd eating grass and running away with the goats at its approach. It left the goats and caught hold of the grass-eating tiger, which began to bleat and tried to run away. But the fierce tiger dragged it to the water and said: ‘Now look at your face in the water.

You see, you have the pot-face of a tiger; it is exactly like mine.’ Next it pressed a piece of meat into its mouth. At first the grass-eating tiger refused to eat the meat. Then it got the taste of the meat and relished it. At last the fierce tiger said to the grass-eater: ‘What a disgrace! You lived with the goats and ate grass like them!’ And the other was really ashamed of itself.

“Eating grass is like enjoying ‘woman and gold’. To bleat and am away like a goat is to behave like an ordinary man. Going away with the new tiger is like taking shelter with the gum, who awakens one’s spiritual consciousness, and recognizing him alone as one’s relative. To see one’s face rightly is to know one’s real Self.” (Gupta (M) I: 359-360)
Story 3

“A brahmin used to worship his family Deity daily with food offerings. One day he had to go away on business. As he was about to leave the house, he said to his young son: ‘Give the offering to the Deity today. See that God is fed.’ The boy offered food in the shrine, but the image remained silent on the altar.

It would neither talk nor eat. The boy waited a long time, but still image did not move. But the boy firmly believed that God would come down from His throne, sit on the floor, and partake of the food. Again and again he prayed to the Deity, saying: ‘O Lord, come down and eat the food. It is already very late. I cannot sit here any longer.’ But the image did not utter a word.

The boy burst into tears and cried: ‘Oh Lord, my father asked me to feed You. Why won’t You come down? Why won’t You eat from my hands?’ The boy wept for some time with a longing soul. At last the Deity, smiling, came down from the altar and sat before the meal and ate it. After feeding the Deity, the boy came out of the shrine room.

His relatives said: ‘The worship is over. Now bring away the offering.’ ‘Yes,’ said the boy, ‘the worship is over. But God has eaten everything.’ ‘How is that?’ asked the relatives. The boy replied innocently, ‘Why, God has eaten the food.’ They entered the shrine and were speechless with wonder to see that the Deity had really eaten every bit of the offering.” (Gupta (M) I: 338)
Story 4

“One night a fisherman went into a garden and cast his net into the lake in order to steal some fish. The owner heard him and surrounded him with his servants. They brought lighted torches and began to search for him.

In the mean time the fisherman smeared his body with ashes and sat under a tree, pretending to be a holy man. The owner and his men searched a great deal but could not find the thief. All they saw was a holy man covered with ashes, meditating under a tree. The next day the news spread in the neighbourhood that a great sage was staying in the garden.

People gathered there and saluted him with offerings of fruits, flowers, and sweets. Many also offered silver and copper coins. ‘How strange!’ thought the fisherman. ‘I am not a genuine holy man, and still people show such devotion to me. I shall certainly realize God if I become a true sadhu. There is no doubt about it.’

“If a mere pretense of religious life can bring such spiritual awakening, you can imagine the effect of real sadhana. In that state you will surely realize what is real and what is unreal. God alone is real, and the world is illusory”. (Gupta (M) I: 233)

Story 5

“...there was a drought in a certain part of the country. The farmers began to cut long channels to bring water to their fields. One farmer was stubbornly determined. He took a vow that he would not stop digging until the channel connected his field with the river. He set to work. The time came for his bath, and his wife sent their daughter to him with oil. ‘Father,’ said the girl, ‘it is already late. Rub your body with oil and take your
bath.’ ‘Go away!’ thundered the farmer. ‘I have too much to do now.’ It was past midday and the farmer was still at work in his field. He didn’t even think of his bath.

Then his wife came and said: ‘Why haven’t you taken your bath? The food is getting cold. You overdo everything. You can finish the rest tomorrow or even today after dinner’. The farmer scolded her furiously and ran at her, spade in hand, crying: ‘What? Have you no sense? There’s no rain. The crops are dying. What will the children eat? You’ll all starve to death. I have taken a vow not to think of bath and food today before I bring water to my field’.

The wife saw his state of mind and ran away in fear. Through a whole day’s back-breaking labour the farmer managed by evening to connect his field with the river. Then he sat down and watched the water flowing into his field with a murmuring sound. His mind was filled with peace and joy. He went home, called his wife, and said to her, ‘Now give me some oil and prepare me a smoke.’ With serene mind he finished his bath and meal, and retired to bed, where he snored to his heart’s content. The determination he showed is an example of strong renunciation.

“Now, there was another farmer who was also digging a channel to bring water to his field. His wife, too, came to the field and said to him: ‘It’s very late. Come home. It isn’t necessary to overdo things.’ The farmer didn’t protest much, but put aside his spade and said to his wife, ‘Well, I’ll go home since you ask me to.’ That man never succeeded in irrigating his field. This is a case of mild renunciation.

“As without strong determination the farmer cannot bring water to his field, so also without intense yearning a man cannot realize God.” (Gupta (M) I: 166)
"... a teacher was explaining all this to a disciple. He said, 'God alone, and no one else, is your own.' The disciple said: 'But, revered sir, my mother, my wife, and my other relatives take very good care of me. They see nothing but darkness when I am not present. How much they love me!' The teacher said: 'There you are mistaken. I shall show you presently that nobody is your own. Take these few pills with you. When you go home, swallow them and lie down in bed. People will think you dead, but you will remain conscious of the outside world and will see and hear everything. Then I shall visit your home.

"The disciple followed the instructions. He swallowed the pills and lay as if unconscious in his bed. His mother, wife, and other relatives began to cry. Just then the teacher came in, in the guise of a physician, and asked the cause of their grief. When they had told him everything, he said to them: 'Here is a medicine for him. It will bring him back to life. But I must tell you one thing. This medicine must first be taken by one of his relatives and then given to him. But the relative who takes it first will die. I see his mother, his wife and others here. Certainly one of you will volunteer to take the medicine. Then the young man will come back to life.'

"The disciple heard all this. First the physician called his mother, who was weeping and rolling on the ground in grief. He said to her: 'Mother, you don't need to weep any more. Take this medicine and your son will come to life. But you will die.' The mother took the medicine in her hand and began to think. After much reflection she said to the physician, with tears in her eyes: 'My child, I have a few more children. I have to
think about them too. I am wondering what will happen to them if I die. Who will feed them and look after them?"

The physician next called the wife and handed the medicine to her. She had been weeping bitterly too. With the medicine in her hand she also began to reflect. She had heard that she would die from the effect of the medicine. At last, with tears in her eyes, she said: 'He has met his fate. If I die, what will happen to my young children? Who will keep them alive? How can I take the medicine?' In the mean time the disciple had got over the effect of the pills. He was now convinced that nobody was really his own. He jumped out of bed and left the place with his teacher. The guru said to him, 'There is only one whom you may call your own, and that is God.'

"Therefore a man should act in such a way that he may have bhakti for the Lotus Feet of God and love God as his very own. You see this world around you. It exists for you only for a couple of days. There is nothing to it." (Gupta (M) II: 609-610)

Story 7

"... Vyasadeva was about to cross the Jamuna. The gopis also were there. They wanted to go to the other side of the river to sell curd, milk, and cream. But there was no ferry at that time. They were all worried about how to cross the river, when Vyasa said to them, 'I am very hungry.'

The milkmaids fed him with milk and cream. He finished almost their food. Then Vyasa said to the river: 'O Jamuna, if I have not eaten anything, then your waters will part and we shall walk through it so happened. The river parted and a pathway was formed between the waters. Following the path, the gopis and Vyasa crossed the river. Vyasa had said, 'If I have not eaten anything.'
That means, the real man is Pure Atman. Atman is unattached and beyond Prakriti. It has neither hunger nor thirst; It knows neither birth nor death; It does not age, nor does It die. It is immutable as Mount Sumeru. (Gupta (M) II: 719)

The students were asked to speak in English when they discussed. When the order of the stories was identified, the students were invited for the oral presentation which was recorded for the final analysis.

Second Version (Thirty Six Students)

There were thirty six students and they formed nine groups, four students in each group. A model task was performed to the students. This gave an idea to the students on what they were going to do in the class. Six students were invited and given six strips of questions and answers. They were asked to match the three questions and the three answers. In their absence the jumbled questions and the answers were projected on the LCD screen. The class was asked to find out the questions and their answers. When the six students returned, their questions and answers were verified. The strips of questions and answers given were the same as those given to the second and the third versions of the third task.

The researcher invited four students and distributed four strips of a story. They were asked to reconstruct the story without showing the strips to the other members. They were also instructed not to read the contents of the strips loudly. In their absence, the jumbled story was displayed on the LCD screen and the students were asked to reconstruct the story. When the four students came back, they were asked to narrate the story. The story was the same as that was given to the second and the third versions of the third task.
When the model task was completed, the students were invited to form nine groups each group having four students. Each group was given four strips of the story and asked to reconstruct the story without showing the strips. When they completed reconstructing the story, they were asked to present the story and the presentation was recorded for analysis.

In this version of the task, an interaction between two groups was also conducted. Each group was given a set of questions based on the story discussed and reconstructed by the other group and questions and answers were exchanged between the groups. This interaction was conducted for all the groups and the conversation thus elicited was recorded for analysis.

The first seven stories given for the reconstruction were the same as those given to the first version of this task. In addition to the seven stories, the following three stories were given for reconstruction.

**Story 8**

“In a certain family a man lay seriously ill. He was at the point of death. Someone said: ‘Here is a remedy: First it must rain when the star Svati is in the ascendant; then some of that rain-water must collect in a human skull; then a frog must come there and a snake must chase it; and as the frog is about to be bitten by the snake, it must jump away and the poison of the snake must drop into the skull. You must prepare a medicine from this poison and give it to the patient. Then he will live.’

The head of the family consulted the almanac about the star and set out at the right moment. With great longing of heart he began to search for the different ingredients. He prayed to God, ‘O Lord, I shall succeed only if You bring together all the
ingredients.’ As he was roaming about he actually saw a skull lying on the ground. Presently there came a shower of rain. Then the man exclaimed: ‘O gracious Lord, I have got the rain-water under Svati, and the skull too.

What is more, some of the rain has fallen into the skull. Now be kind enough to bring together the other ingredients.’ He was reflecting with a yearning heart when he saw a poisonous snake approaching. His joy knew no bounds. He became so excited that he could feel the thumping of his own heart. ‘O God,’ he prayed, ‘now the snake has come too. I have procured most of the ingredients. Please be gracious and give me the remaining ones.’

No sooner did he pray thus than a frog hopped up. The snake pursued it. As they came near the skull and the snake was about to bite the frog, the frog jumped over the skull and the snake’s poison fell into it. The man began to dance, clapping his hands for joy. -So I say that one gets everything through yearning. (Gupta (M) II: 647)

Story 9

“When Akbar was Emperor of Delhi there lived a hermit in a hut in the forest. Many people visited the holy man. At one time he felt a great desire to entertain his visitors. But how could he do so without money? So he decided to go to the Emperor for help, for the gate of Akbar’s palace was always open to holy men. The hermit entered the palace while the Emperor was at his daily devotions and took a seat in a corner of the room.

He heard the Emperor conclude his worship with the prayer, ‘0 God, give me money; give me riches’, and so on and so forth. When the hermit heard this he was about to leave the prayer hall; but the emperor signed to him to wait. When the prayer was over,
Akbar said to him, ‘You came to see me; how is it that you were about to leave without saying anything to me?’

‘Your majesty need not trouble yourself about it’, answered the hermit. ‘I must leave now’. When the Emperor insisted, the hermit said, ‘many people visit my hut, and I came here to ask you for some money’. ‘Then’, said Akbar, ‘why were you going away without speaking to me?’

The hermit replied: ‘I found that you too were a beggar; you too prayed to God for money and riches. Thereupon I said to myself, “Why should I beg of a beggar? If I must beg, let me beg of God.”’ (Gupta (M) II: 710-711)

**Story ID**

A rich man said to his servant: Take this diamond to the market and let me know how different people price it. Take it, first of all to the egg-plant seller’. The servant took the diamond to the egg-plant seller. He examined it, turning it over in the palm of his hand, and said, ‘Brother, I can give nine seers of egg-plants for it’. ‘Friend’, said the servant, ‘a little more—say, ten seers.’ The egg-plant seller replied: ‘No, I have already quoted above the market price. You may give it to me if that price suits you.’

The servant laughed. He went back to his master and said: ‘Sir, he would give me only nine seers of egg-plants and not one more. He said he had offered more than the market price.’ The master smiled and said: ‘Now take it to the cloth-dealer. The other man deals only in egg-plants. What does he know about a diamond? The cloth-dealer has a little more capital. Let us see how much he offers for it.’

The servant went to the cloth-dealer and said: ‘Will you buy this? How much will you pay for it?’ The merchant said: ‘yes, it is a good thing. I can make a nice ornament
out of it. I will give you nine hundred rupees for it.’ ‘Brother,’ said the servant, ‘offer a little more and I will sell it to you. Give me at least a thousand rupees.’ The cloth-dealer said: ‘Friend, don’t press me for more. I have offered more than the market price. I cannot give a rupee more. Suit yourself.’

Laughing the servant returned to his master and said: ‘He won’t give a rupee more than nine hundred. He too said he had quoted above the market price. The master said with a laugh: ‘Now take it to a jeweler. Let us see what he has to say.’ The servant went to a jeweler. The jeweler glanced at the diamond and said at once, ‘I will give you one hundred thousand rupees for it.’ (Gupta (M) II: 759-760)

The questions given for the interaction were as follows.

Story No. 1

1. What did the holy man say to the woodcutter?
2. What did the woodcutter discover first?
3. What did the woodcutter discover second?
4. What did the woodcutter discover next?
5. What did the woodcutter discover in the end?
6. What is the philosophy of this story?

Story No. 2

1. Who killed the tigress?
2. Why was the cub brought up among the goats?
3. What did the cub do in the company of goats?
4. How did the cub know that it was a tiger?
5. What is the philosophy of this story?
Story No.3 (Given as a model task)

Story No. 4
1. Why did the fisherman cast his net?
2. Why did he smear his body with ashes and sit under a tree?
3. What did the people offer him?
4. What is the philosophy of this story?

Story No. 5
1. What did the farmer tell his daughter?
2. What did the farmer tell his wife?
3. How did the farmer show his determination?
4. What did the second farmer’s wife tell him?
5. What did the second farmer do?
6. What is the philosophy of this story?

Story No. 6
1. What is the effect of the pills?
2. What did the teacher tell the family members to do?
3. Why did the mother refuse to take the medicine?
4. Why did the wife refuse to take the medicine?
5. What did the teacher tell his disciple at the end?

Story No. 7
1. Who wanted to cross Jamuna river?
2. What did the gopis want to sell?
3. What did Vyasa say to them?
4. What did Vyasa say to Jamuna river?

5. What is the philosophy of this story?

Story No. 8

1. Who was seriously ill?

2. What was the remedy suggested?

3. What is the philosophy of this story?

Story No. 9

1. Why did the hermit go to Akbar’s palace?

2. How did the Emperor conclude his worship?

3. Why was the holyman going away without speaking to Akbar?

Story No. 10

1. What was the value of the diamond fixed by the egg-plant seller?

2. What was the value of the diamond fixed by the cloth-dealer?

3. What was the value of the diamond fixed by the jeweler?

4. What is the philosophy of this story?

Third Version (Twenty Six students)

There were twenty six students. They formed six groups, four students in four groups and five students in two groups. A pretask was performed to motivate the learners. Six students were invited and given six strips and asked to match the questions and the answers without showing the strips. The strips were the same as those given in the second version of this task. When the strips were matched, the students were asked to read the questions and the corresponding answers. The strips were based on the story to be given for the model task. Four students were invited and they were given four strips. The strips
were the same as those given in the second version of this task. The four strips had a story and the students were asked to negotiate and reconstruct the story. After the story was reconstructed, the students were asked to narrate the story in their own words. The questions and the answers and the reconstructed story were displayed on the LCD screen to familiarize the students with the activity they were going to perform. Six group leaders were invited and each of them was given a packet containing four strips of a story. The stories were the same as those given in the first and the second version of this task. As there were six groups, six stories were given for reconstruction and one story was given for the model task. The students were asked to negotiate among themselves and reconstruct the story. When the reconstruction process was completed, each group was asked to have the presentation which was recorded for analysis. The students were asked to continue the next process in the task. Two groups were invited each time and they were given questions based on the story reconstructed by the other group. When one group asked questions, the other group answered. This process was repeated for all the groups. This activity was lively and activated the students to communicate with a spirit of competition.

**Conclusion**

The researcher devised ten tasks. Each task had three versions. On the whole there were thirty tasks. There were thirty groups. The students belonged to ten majors - Mathematics, Physics, Chemistry, Botany, zoology, History, Economics, Commerce(Regular), Commerce(Vocational), Computer Science. They were I, II, and III year undergraduate students. Tasks could initiate interaction in groups and each student gave the input required for the completion of the task. When the students completed the
tasks, they came forward for the presentation. Their oral communication was recorded for analysis. The researcher transcribed the oral communication of the students and identified the deviations. The sentences with deviations were once again given to the students for treatment. Group work was again initiated. The students interacted and came with the correct answers. The researcher found that developing fluency through TBLT was spontaneous but a sustained effort was required in the matter of developing accuracy. This could not be done in a short time. It would take a long time. Students had to unlearn certain things before they began to learn. Conscious efforts on the part of the learners and constant exposure to the Second Language would certainly develop accuracy in oral communication.

In this chapter, the researcher presents transcription and analysis of select tasks in order to avoid repetitions and to save space. The advantage of transcription is that it aims at individualized education. Most of the learners are not aware of their deviations when they speak. When this is pointed out, they begin to realize where they stand and what their target should be. TBLT advocates negative feedback when it is essential otherwise the deviations will lead to fossilization. This self-realization is the result of Task-Based Language Teaching.